

**Columbia
University
Bulletin**

The Faculty of Medicine
Programs in Occupational Therapy
2021 -2022

To communicate with the Program

ADDRESS INQUIRIES TO:

Columbia University
Programs in Occupational Therapy
Georgian Building
617 West 168th Street, 3rd floor
New York, NY 10032

TELEPHONE:

212-305-5267

FAX:

212-305-4569

EMAIL:

otadmissions@cumc.columbia.edu

Limitations of Bulletin

This bulletin is intended to provide information to guide Columbia University students. While every effort has been made to ensure the accuracy of the information contained herein, accuracy cannot be absolutely guaranteed, and anyone who needs to rely on any particular matter is advised to verify it independently. The contents of this bulletin are subject to change, and the Programs reserve the right to depart without notice from any policy or procedure referred to in this bulletin, or to revise and amend this bulletin in whole or in part at any time. This bulletin is not intended to and should not be regarded as a contract between the University and any student or other person.

TABLE OF CONTENTS

ADMINISTRATION AND FACULTY	5
PROGRAMS IN OCCUPATIONAL THERAPY	9
COLUMBIA UNIVERSITY IRVING MEDICAL CENTER	9
HISTORY	9
OCCUPATIONAL THERAPY	10
ADMISSION PROCEDURES	12
ACCEPTANCE FEE	12
HEALTH EXAMINATION AND LIABILITY	12
INTERNATIONAL STUDENTS	13
MASTER OF SCIENCE DEGREE (ENTRY-LEVEL)	13
NATIONAL ASSOCIATION AND ACCREDITATION	14
CERTIFICATION AND LICENSURE	14
ADMISSION REQUIREMENTS AND PROCEDURES	15
ARTICULATION (3-2) PROGRAMS	16
TRANSFER POLICY	16
DEGREE REQUIREMENTS	17
PROGRAM OF STUDY	18
OUTLINE OF THE FULL TIME ENTRY LEVEL PROGRAM	20
COURSE LIST	21
DUAL DEGREE: MASTER OF SCIENCE IN OCCUPATIONAL THERAPY/ MASTER OF PUBLIC HEALTH	29
ENTRY LEVEL MS/MPH Program	29
ADMISSION REQUIREMENTS FOR THE DUAL DEGREE PROGRAM	30
DEGREE REQUIREMENTS	30
OUTLINE OF THE PROGRAM	30
POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY (OTD) - COGNITION TRACK	32
ADMISSION PROCEDURES	33
DEGREE REQUIREMENTS	34
COURSES OF INSTRUCTION	35
ACCELERATED MASTER OF SCIENCE TO POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY (MS-OTD)	40

ADMISSION PROCEDURES	40
DEGREE REQUIREMENTS	41
COURSES OF INSTRUCTION	41
COURSE DESCRIPTIONS	42
DOCTOR OF EDUCATION IN MOVEMENT SCIENCE AND OCCUPATIONAL THERAPY	45
ADMISSION PROCEDURES	46
DEGREE REQUIREMENTS	46
COURSES OF INSTRUCTION	47
MASTERS PROGRAM ACADEMIC STANDARDS	50
GRADES AND CREDIT	50
STUDENT PROGRESS	50
ACADEMIC AND CLINICAL INTEGRITY	51
ESSENTIAL FUNCTIONS FOR OCCUPATIONAL THERAPY STUDENTS	52
EXAMINATION CONDUCT	52
REGISTRATION AND EXPENSES	56
REGISTRATION	56
CHANGE IN PROGRAMS OF STUDY	57
AUDITING COURSES	57
FEES	57
ESTIMATED EXPENSES	59
ADDITIONAL INFORMATION FOR VETERANS	60
ON-CAMPUS HOUSING	60
GUEST ACCOMMODATIONS	61
APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE	61
TRANSCRIPTS AND CERTIFICATION	61
FINANCIAL AID	62
TYPES OF ASSISTANCE	63
STUDENT LIFE	65
ACADEMIC, CLINICAL, AND RESEARCH FACILITIES	66
OFFICE OF SCHOLARLY RESOURCES	66
RECREATIONAL/ATHLETIC FACILITIES	68
OTHER STUDENT ACTIVITIES AND SERVICES	68

THE HEALTH SCIENCES CAMPUS AND NEW YORK CITY	69
OFFICIAL REGULATIONS	70
CAMPUS SAFETY AND SECURITY	73
CAMPUS MAPS	73
ACADEMIC CALENDAR, 2021-22	74

ADMINISTRATION AND FACULTY

UNIVERSITY / CUIMC ADMINISTRATION

Lee C. Bollinger President of the University

Ira Katznelson, PhD Interim Provost of the University

Anil Rustgi, MD Interim Executive Vice President and Dean of the Faculties of Health Sciences and Medicine

Monica L. Lybson, MD, MPHE Vice Dean for Education, CUIMC

Rudi Odeh-Ramadan, PharmD, Vice Dean for Finance and Administration, CUIMC

Anne Taylor, MD Vice Dean of Academic Affairs, CUIMC

DEPARTMENT OF REHABILITATION AND REGENERATIVE MEDICINE

Joel Stein, MD Chair, Department of Rehabilitation and Regenerative Medicine

Glen Gillen, EdD, OTR, FAOTA Professor and Director, Programs in Occupational Therapy; Vice Chair, Department of Rehabilitation and Regenerative Medicine; Assistant Dean for Education, CUIMC

Dawn Nilsen, EdD, OTR/L, FAOTA Associate Professor, Associate Director, Programs in Occupational Therapy

Lenin C. Grajo, PhD, OTR/L Associate Professor and Director, Post-Professional Doctor of Occupational Therapy Programs

Katherine Dimitropoulou, PhD, OTR Assistant Professor and Director, Doctor of Education Program

ADMINISTRATIVE STAFF, PROGRAMS IN OCCUPATIONAL THERAPY

Gina Frassetto, MPA, RN Director of Administrative Services

Eileen Lloyd, MA Administrative Coordinator, Admissions and Fieldwork

Jessica Bussey, BS Administrative Aide

Marilyn Harper Administrative Aide

Susanna Mayas Receptionist

STUDENT FINANCIAL SERVICES

Ellen Spilker, Executive Director, Office of Student Financial Services

FACULTY MEMBERS

L. Mari Arnaud

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, Colgate
MSEd, Bank Street College of Education
MS & OTD, Columbia

Angela Boisselle

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, University of North Texas
MOT & PhD, Texas Woman's

Jackie Brown

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, Cornell
MS, Columbia

Todd Bryson

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, SUNY Buffalo
MA, NYU

Katherine Dimitropoulou

Assistant Professor of Rehabilitation & Regenerative
Medicine (Occupational Therapy)
BS Technological Educational Institution (T.E.I.) in
Athens, Greece
MA, PhD, NYU

Diane Dirette

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, Eastern Michigan University
MA & PhD, NYU

Catherine Duffy

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, SUNY Buffalo

Christina Dumas

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, Franklin & Marshall College
MS & OTD, Columbia

Janet Falk-Kessler

Professor Emerita, Rehabilitation & Regenerative
Medicine (Occupational Therapy)
BS, University of Pennsylvania
MA, EdM, & EdD, Columbia

Matt Ganulin

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, Adelphi
MS, Touro

Susan Gelb

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, Boston

Daniel Geller

Assistant Professor of Rehabilitation & Regenerative
Medicine (Occupational Therapy)
BA, Kenyon
MS, MPH, EdD, Columbia

Glen Gillen

Professor of Rehabilitation & Regenerative Medicine
(Occupational Therapy)
BS & MPA, NYU
EdD, Columbia

Lenin C. Grajo

Associate Professor of Rehabilitation & Regenerative
Medicine (Occupational Therapy)
BS, University of the Philippines Manila
EdM, Harvard
PhD, Texas Woman's

Razan Hamed

Associate Professor of Rehabilitation & Regenerative
Medicine (Occupational Therapy)
BSc, University of Jordan
MS & PhD, University of Pittsburgh

Stephanie Hui

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BA, Whittier College
MS & OTD, Columbia

Antonieta C. Jauregui

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, University of Chile

Robin Kahan-Berman

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, Tufts
EdM, Harvard

Jennifer Tamar Kalina

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, Rutgers University
MS, Columbia
PhD, NYU

Leslie Kane

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, SUNY Buffalo
MA & OTD, Columbia

Lillian Kaplan

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, NYU
MA, Columbia
MA, Queens College, CUNY
PhD, CUNY Graduate Center

Julie Kern

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BA, Kenyon
MS, Columbia

Amanda Lange

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BA, Florida Gulf Coast
MS & OTD, Columbia

Julie Lowy

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BA, Bennington
MS, Columbia

Batsheva Meisels

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BA, Stern
MA, NYU

Rochelle J. Mendonca

Assistant Professor of Rehabilitation & Regenerative
Medicine (Occupational Therapy)
BS, Seth G.S. Medical College
MS & PhD, University of Wisconsin Milwaukee

Dawn Nilsen

Associate Professor of Rehabilitation & Regenerative
Medicine (Occupational Therapy)
BS, NYU
MS, New York Medical College
EdM & EdD, Columbia

Anna Norweg

Assistant Professor of Rehabilitation and
Regenerative Medicine (Occupational Therapy)
BS, La Trobe University
MA & PhD, New York University

Pat Precin

Assistant Professor of Rehabilitation Medicine & Regenerative Medicine (Occupational Therapy)
BS, Western Illinois
BS, Kaskaskia, Western Illinois
BS, MS, SUNY Downstate
PsyD, Hattie R. Rosenthal College of
Psychoanalysis, Heed University (not accredited)
PhD, Northcentral University

Emily Raphael-Greenfield

Special Lecturer, Rehabilitation & Regenerative
Medicine (Occupational Therapy)
BA, Bennington
MA, NYU
MS & EdD, Columbia

Scott Rushanan

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BA, Susquehanna
MS, Thomas Jefferson
MBA, La Salle
OTD, Columbia

Patricia Ryan

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BA, Iona
MA, NYU

Amanda Sarafian

Assistant Professor of Rehabilitation Medicine & Regenerative Medicine (Occupational Therapy)
BA, Delaware
MS & EdD, Columbia

Phyllis Simon

Assistant Professor of Rehabilitation Medicine & Regenerative Medicine (Occupational Therapy)
BS, Binghamton
MS & OTD, Columbia

Jeffrey Tomlinson

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BS, Downstate
MSW, Hunter

Steve Vanlew

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
PhD, Seton Hall University

Joan Wagner

Instructor in Clinical Rehabilitation Medicine
(Occupational Therapy)
BA, Linfield
MS, Columbia

PROGRAMS IN OCCUPATIONAL THERAPY

COLUMBIA UNIVERSITY IRVING MEDICAL CENTER

The Programs in Occupational Therapy are part of the Vagelos College of Physicians and Surgeons, one of the nation's oldest medical schools, founded in 1767. The College is located in northern Manhattan, in the world's first academic medical center. The medical center comprises about twenty acres, extending from West 165th Street to West 173rd Street, and from Audubon Avenue to Riverside Drive; it encompasses the Columbia University campus of the New York Presbyterian Hospital and its subdivisions, and the New York State Psychiatric Institute. The Medical Center includes the Vagelos College of Physicians and Surgeons, the School of Dental and Oral Surgery, the School of Nursing, the Mailman School of Public Health, and the Centers for Arteriosclerosis Research, Geriatrics and Gerontology, Medical Informatics, Neurobiology and Behavior, Alternative/Complementary Medicine, and the Study of Society and Medicine, among many others.

Over the past two decades, dramatic growth has occurred at the Medical Center's campus. In keeping with its mission as a research university, Columbia University developed the Audubon Biomedical Science and Technology Park, which was New York's first bio-industrial research park. Comprising three buildings, the Mary Woodard Lasker Biomedical Research Building, the Russ Berrie Medical Science Pavilion, and the Irving Cancer Center, the park is strategically important in enabling the University to advance its research program, strengthen links with industry, and revitalize the surrounding neighborhood. Now more than ever, students and patients benefit from a comprehensive array of teaching, clinical care, and research activities. At a single campus, the medical center has a world-class transplantation program and cancer center; women's, orthopedic, and children's hospitals; and an eye institute. The Roy and Diana Vagelos Medical Education Center (VEC) on Haven Ave and 171st St will further meet the needs of the education, research, and clinical missions of the Health Science Campus.

HISTORY

The Programs in Occupational Therapy were established in 1941, a time with powerful implications for health professions. World War II accentuated the tremendous need for occupational therapists, and the polio epidemics of the 1930s and the 1940s further underscored the effectiveness of the occupational therapy profession. During the first four years, the programs were housed on the Columbia Morningside campus; in 1945, they moved to the Health Sciences campus as part of the Faculty of Medicine. From 1945 through 1968, the Programs in Occupational Therapy consisted of a baccalaureate program and a post-baccalaureate professional certificate program. In 1968, through a restructuring of the curriculum, the present professional level Master of Science Degree Program in Occupational Therapy was established; in 1977, the baccalaureate program was phased out. A curriculum development grant in 1981 supported the initiation of the post-professional level programs

leading to the Master of Science degree in Occupational Therapy Administration or Occupational Therapy Education, for therapists already certified at the baccalaureate level. In 1988, two joint degree programs were established with the Mailman School of Public Health offering a combined Master of Science in Occupational Therapy/Master of Public Health for students at both the professional and post-professional levels. More than 1,700 graduates constitute the alumni of these programs.

In 2007, a doctoral program, in collaboration with Teachers College, was launched. The Doctorate of Education (Ed.D.) in Movement Science with a specialization in Occupational Therapy is directed toward preparing the current and the next generation of leaders in Occupational Therapy (OT) with interests in movement-based areas of education. These leaders are expected to assume professorial roles in Universities and Colleges. The degree may lead to a tenure-track faculty position emphasizing teaching and applied research; a Research Coordinator role within a university, hospital, or clinic; or the role as a Director/Administrator within a university or teaching hospital.

In 2016, the post-professional Doctor of Occupational Therapy (OTD) program, a part time, fully online program designed for working professionals, was launched to provide practitioners who wish to remain in the practice arena with advanced knowledge and clinical skills in the area of cognition and perception across the life course and across practice areas. In 2021, we launched an accelerated version of the post-professional OTD program for Columbia MS students.

OCCUPATIONAL THERAPY

Occupational therapy is a health profession that helps people fully engage in their lives. Whether it is in their daily living activities or community involvement, occupational therapists enable participation so that individuals engage in what they want and need to do. Occupational therapists are concerned with individuals whose day-to-day performance is limited by physical injury or illness, psychosocial and/or emotional challenges, or developmental or learning disabilities; work to prevent challenges that will impede participation; and to support wellness. As members of a health team, occupational therapists provide special services that include evaluation, intervention, prevention, and health maintenance and consultation. Self-care, work, leisure, and play activities are used therapeutically to increase occupational performance, enhance development, and prevent disability. The occupational therapist focuses on the personal, social and environmental characteristics that affect all the different areas of human function. This includes fostering the development of skills needed for cognitive and psychological functioning, motor performance, sensory integration, and social interaction, and addressing personal issues that influence choices and behaviors to perform optimally in the environment.

Occupational therapy may be provided individually, in groups, or through social systems. Depending on the setting and each client's needs, occupational therapists work in consultation

with other professionals including physicians, physical therapists, psychologists, social workers, speech pathologists, vocational counselors, and teachers. The employment outlook is excellent: occupational therapy continues to be among the top employment fields. There is currently a tremendous need for occupational therapists to work with clients of all ages in community health centers, halfway houses, home care, hospitals, rehabilitation centers and hospices, nursing homes, schools, and industry. Increasingly, occupational therapists are entering private practice and working with industry and corporations. Therapists are sought as clinicians, administrators, educators, and researchers in programs concerned with (1) prevention, health promotion, and health maintenance; (2) rehabilitation; and (3) daily living tasks and vocational adjustment.

The content of the educational programs in occupational therapy at Columbia University reflects the philosophical beliefs on which the profession is founded:

- A person is an active being whose development is influenced by engagement in occupation. Content emanating from this belief focuses on normal development throughout the lifespan, including age related, role specific activity, as well as the structure and function of interrelated biological and behavioral systems.
- Human life includes a process of continuing adaptation that promotes survival and self-actualization through mastery of life skills and satisfying performance of leisure time activities. This adaptation may be interrupted by biological, psychological, and environmental factors at any time in the life cycle. Courses in pathology and psychopathology address the conditions that prevent the individual from functioning adequately within the confines of a unique lifestyle.
- Occupation and activity, including all interpersonal and environmental components and contexts, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. Course content provides not only the theoretical rationale for using occupations to produce change in clients of all ages with diverse problems, but also the methods of intervention that can be used to assist patients with individual problem solving and help them develop their own ways of coping.

The Programs in Occupational Therapy offer a series of programs leading to the following degrees:

- Master of Science in Occupational Therapy (Entry level)
- Master of Science in Occupational Therapy and Master of Public Health
- Doctor of Occupational Therapy
- Doctor of Education in Movement Science with a specialization in Occupational Therapy (offered by and in collaboration with Teachers College of Columbia University)

Requirements for admission vary with the degree and with the program of study chosen. For specific admission criteria see Programs of Study. For additional information on our program, visit our website, <https://www.ps.columbia.edu/programs-occupational-therapy>.

ADMISSION PROCEDURES

Application to any of our programs is done electronically, and can be accessed by clicking on the link at our website <https://www.ps.columbia.edu/programs-occupational-therapy>. The deadline for admission to the entry-level Masters program is in early December the year before the academic year in which the student wishes to begin studies (see website for specific date). For our OTD program, admissions are rolling and the deadline is 60 days prior to the semester one wishes to enroll. The fee for an application submission to our entry level and OTD program is \$85. The fee is not returnable and is not credited toward tuition. Information on the application process for each program is described in each program's section.

ACCEPTANCE FEE

An applicant who has been accepted must notify the Admissions Office that they intend to matriculate and must accompany the notification with a nonrefundable check or money order in the amount designated in the acceptance letter, payable to Columbia University, by the date indicated in the notice of acceptance. The acceptance fee is applied to the applicant's tuition upon registration in the class to which the applicant has been admitted. If the applicant does not register in that class, the acceptance fee will be retained by the University unless the University for any reason cancels the acceptance.

HEALTH EXAMINATION AND LIABILITY

The Programs in Occupational Therapy are combined academic and experiential programs, beginning with the first term and extending to graduation. Institutions in which fieldwork assignments are made require a certificate of good health before they will permit students to work with patients/clients. To comply with this requirement as well as Federal and State regulations, Columbia University policy mandates that all students in the Health Sciences must prove immunity to measles (rubeola), mumps, and rubella (MMR) in order to register for classes. The only acceptable proof is a copy of the laboratory results of titers (blood tests) and clearly documented immunity to these diseases. Proof must be uploaded to the [Student Health Portal](#). All students are also required to have a pre-registration physical examination. Forms to be used in meeting these requirements are available on the Medical Center [Student Health website](#).

In addition, fieldwork sites require all students to carry professional liability insurance. The Programs in Occupational Therapy carry a group professional liability policy by which all students are covered.

All clinical schools and programs of Columbia University's Medical Center require students to submit to drug testing via our student health office. Please see the campus policy for information about testing.

Most fieldwork sites have additional requirements, such as proof of immunization, additional drug screenings, background checks, fingerprinting, etc. While these sites sometimes ask the Program to provide these assurances, it is our Programs' policy that the student is responsible for providing the necessary documentation to that site. Since more and more sites are requesting these additional requirements, it is best to assume that all students will be asked to comply at some point during their academic preparation.

INTERNATIONAL STUDENTS

The Occupational Therapy Admissions Committee is guided by an evaluation of educational credentials by the World Education Services: International Credential Evaluation or CHESICC (for students who attended university in China) to determine the equivalency of an applicant's educational background in terms of admission requirements. The applicant must fulfill the usual admission requirements.

International applicants who did not complete their bachelor's degree in English may be required to submit scores from either the Test of English as a Foreign Language (TOEFL), including the TSE; or from IELTS.

The staff of the [International Students and Scholars Office](#) provides advice and counseling to international students on such matters as University admissions, advanced standing, English proficiency examinations, academic placement, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various international student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this office. Maps of New York City and discount tickets to concerts and plays are available.

MASTER OF SCIENCE DEGREE (ENTRY-LEVEL)

The purpose of the program is the preparation of competent occupational therapists who, by virtue of their graduate professional education, can enter the healthcare field primarily as clinicians, with beginning skills in evidence based practice, administration, and education. The curriculum is based on the premise that students attain competence by learning how to learn independently.

Students come into this program with a strong foundation in the liberal arts, including the humanities and sciences. Professional education builds on and refines this knowledge base and develops skills in the learner in concept formation, analysis, synthesis, and problem solving.

The entry level occupational therapy program leads to the degree of Master of Science and is directed toward the development of master clinicians and leaders in the field. The benefits our program provides to students include the establishment of a strong generic foundation followed by the acquisition of basic concepts of administration, supervision, and education, and by development of concepts and techniques in the scientific method.

NATIONAL ASSOCIATION AND ACCREDITATION

The *American Occupational Therapy Association* (AOTA) (<http://www.aota.org>) is the national professional organization of occupational therapists that represents the interests and concerns of both practitioners and students. Inquiries may be directed to:

The American Occupational Therapy Association, Inc.
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
(301) 652-2682

The entry-level professional Occupational Therapy Program is accredited by the *Accreditation Council for Occupational Therapy Education (ACOTE)* of The American Occupational Therapy Association (www.acoteonline.org). The Program in Occupational Therapy received a full 10-year accreditation in 2013, and is scheduled for its reaccreditation evaluation in the 2022-2023 academic year. Inquiries about accreditation can be directed to:

ACOTE
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
(301) 652-2682

CERTIFICATION AND LICENSURE

Graduates of our program are eligible to sit for the national certification examination for the occupational therapist, administered by the *National Board for Certification in Occupational Therapy (NBCOT)*. Successful completion of the examination qualifies the graduate to be an Occupational Therapist, Registered (OTR). Occupational Therapy is regulated in all 50 states; however, state licenses are usually based on the results of the certification examination, which is given at testing centers year round throughout the country.

Please note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. NBCOT provides an *early determination review* for any interested or concerned applicant. Information about this or other aspects of certification can be found at www.nbcot.org.

Inquiries can also be made by contacting NBCOT at:

NBCOT
One Bank St
Suite 300
Gaithersburg, MD 20878
(301) 990-7979

ADMISSION REQUIREMENTS AND PROCEDURES

Students in the entry-level program are admitted only in the fall semester. Continuous registration is expected of all students.

The program invites applications from students who hold a baccalaureate degree granted by a college or university of recognized standing or will receive one before enrolling in the program. Prerequisites are: (a) a minimum of 6 credits (semester hours) in either separate courses or a combined one-year course in anatomy and physiology; a science course with a lab (if a lab is not included in A/P).; (b) 9 credits in psychology, including a course in developmental psychology covering the lifespan from birth to death and a course in abnormal psychology; (c) 3 credits in the social sciences; (d) 3 credits in English composition or an equivalent writing course; (e) 3 credits of introductory statistics and (f) 3 credits in humanities. Current certification in community cardiopulmonary resuscitation is required by the time of matriculation.

Advanced placement courses that satisfied undergraduate requirements will only be considered if the earned score on the advanced placement exam meets the standard set by Columbia and Barnard Colleges of Columbia University. Life experience credit, such as CLEP, is not acceptable. Prerequisite courses must carry a letter grade. Pass/fail grades are not acceptable. The exception to this requirement is the Spring 2020 semester, if your school only gave pass/fail grades.

Psychology and science courses taken more than 10 years prior to application will be evaluated at the discretion of the admissions committee. It may be necessary to repeat such courses.

The deadline for submitting applications is the beginning of December of each year. Check the application website for the exact date. Fall semester transcripts must be received in our office by January 15. Each applicant is required to submit three letters of reference electronically through the online application system. One reference letter must be academic. Reference

letters written by relatives or friends are not accepted. International students are required to submit the results of the TOEFL or IELTS, including the written portion of the test (TSE).

Applicants must have prior knowledge of occupational therapy, and experience with a population occupational therapy serves. This experience may be through observation, work, or volunteer opportunities.

In order to have an application considered for admission, at least half of the prerequisites in each category must be completed. If a student receives an offer of admission, it is considered provisional until all outstanding courses are satisfactorily completed (with a grade of B or better) prior to matriculation as an entering student.

Applications to our program are available at <http://apply.ot.cumc.columbia.edu>. A link to the application is on our website. A non-refundable application fee of \$85 is required. Applicants who would like to request a fee waiver should contact the admissions office.

ARTICULATION (3-2) PROGRAMS

Articulation agreements have been developed with undergraduate colleges, including but not limited to Columbia University School of General Studies, Stern College (Yeshiva University), Pace University, Caldwell College, and the College of Mount St. Vincent. These programs allow students to complete three years of undergraduate work in their own college and to combine the fourth year of baccalaureate education with the first year in the Master of Science Degree Program at Columbia. The undergraduate institution grants the baccalaureate degree upon successful completion of the first year in the occupational therapy program. Students from these colleges can pursue the usual six-year sequence in five years at a considerable savings of time and cost. Students from these colleges who are interested in this program apply during their third year of college, and are considered in the general applicant pool. There is no guarantee that interested students from these colleges are automatically accepted into the Programs in Occupational Therapy.

TRANSFER POLICY

Columbia University's Program in Occupational Therapy's transfer policy is based on the belief that a Columbia education is distinct from other occupational therapy academic preparation. We hold the expectation that our graduates embody a vision for occupational therapy that is embedded throughout our curriculum. Our intent is to ensure that the knowledge, skills, and occupational therapy vision our transfer students gain at Columbia University, despite any academic preparation received elsewhere, will exemplify the mission and vision of our program.

As a result of the above assumptions, there is only a selection of foundational courses that may be used in lieu of its counterpart in our curriculum. The maximum number of courses that can

be transferred is five. This represents 20% of the required number of courses. Accepting a course as a transferred course is based on the assumption that 85% of the content of each course is consistent with what is in our curriculum. The earned course grade must be a B or higher, and carry at least the same number of credits as in our program. The Progress and Promotions Committee makes the determination of which and how many courses are acceptable as transfer courses.

Transfer students are expected to proceed through our curriculum, taking the same courses in the same sequence, as all students. Once accepted into our program, there is no distinction between a newly admitted student and a transfer student. However, due to the variation in course sequence from program to program, it is likely that it will take a minimum of 24 months of study at Columbia to complete the requirements for the MS in OT.

If interested in transferring from another occupational therapy program, please contact our department for details on the application.

DEGREE REQUIREMENTS

1. Continuous registration is expected until satisfactory completion of all requirements. All academic and clinical requirements must be completed in five years.
 - a. Leave of absence: a student who must interrupt studies for an adequate reason such as sustained ill health or military service may be granted a leave of absence for a stated period, usually not to exceed one year. The student should apply in writing to the Director of Programs in Occupational Therapy and include in the letter the specific reason for requiring the leave and the length of time requested.
2. A minimum of 63 points of approved coursework is required, with an average course load of 15 points a term.
3. Equivalency credit may be granted on an individual basis when a course equivalent to selected required courses has been completed at another approved institution within a five-year period. At the time of admission, the student should submit in writing a description of the course(s) and a content outline of the material completed. Prior to registration, a proficiency examination may be required in the challenged area. Equivalency credit may be granted to up to two courses.
4. Satisfactory achievement must be earned in all courses and on all fieldwork experiences in order to graduate from our programs. Please refer to the academic standards section of this bulletin.
5. A minimum of 24 weeks of full-time (or the equivalent) supervised field experience with clients in programs of prevention, rehabilitation, maintenance, and remediation. All students

are required to complete 12 weeks of full-time supervised field experience with clients with behavioral health challenges, and complete 12 weeks of full-time supervised field experience with clients with physical disabilities. Fieldwork with additional populations is also arranged as a supplement to these requirements. All fieldwork requirements must be completed within twenty-four months following completion of all academic work.

6. Continuing development of appropriate professional behaviors is required for advancement throughout the occupational therapy program.

7. Successful completion of the research sequence.

8. Maintenance of CPR certification.

9. Meeting and maintaining all medical and legal requirements of the University and of clinical sites are the responsibility of the student. Failure to meet or comply with these requirements may result in delay or termination of academic and/or clinical progression.

PROGRAM OF STUDY

The Masters program is primarily an in person program using a variety of pedagogical and delivery models. Students are expected to attend courses face-to-face and remotely during the course of study.

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

The average student can expect to complete the minimum requirements of the program in twenty-four calendar months of full-time effort in classroom work, fieldwork experience, and independent study.

The program is planned to enable the student to gain a mastery of knowledge in occupational therapy, and to practice skills and competencies required of the practicing therapist in this field; in addition, the student examines the principles and methods of leadership roles in health policy, supervision, education, and research. Faculty members work with the students as developers of learning environments and as resource people in collaborative problem solving.

The first year of the program and portions of the second year are directed toward development of the clinician role. Opportunities are available to build the desired competencies through two levels of fieldwork experience:

Level I, part-time fieldwork, is scheduled each term as concurrent experiences with the academic learning of a particular course. Two different patterns are followed, depending on the

objectives and/or content of a course: (1) students are assigned individually or in pairs to a facility throughout the term; or (2) students are assigned to a setting where they assume greater responsibility in determining the need for occupational therapy services. Each Level I fieldwork pattern is designed to reinforce course objectives.

Level II fieldwork is generally scheduled as a full-time experience following completion of all academic work for each school year. Level II fieldwork must include a minimum of six months in two different settings. After faculty review, students are eligible to take their first Level II fieldwork either in the summer following the completion of all the first year requirements or at the end of the second year. While every effort is made to enable students to fulfill Level II requirements immediately following the didactic portion of the curriculum, the assignment is based on the availability of fieldwork sites.

The focus of the second year also allows the student to direct attention to the development of clinical and leadership skills in administration, communication, research, and education. These areas can be emphasized according to personal preference (see Outline of the Program).

The occupational therapy faculty has developed a unique approach to the completion of a master's degree research project in which students learn to become consumers of and participants in research activities. Students work collaboratively in small teams under faculty mentorship to complete research related to occupational therapy assessment and intervention. During the first semester, students are prepared in the foundations of research methods and scientific inquiry, including reading and evaluating published research articles, and learning about research design and human subjects ethical concerns. In the three subsequent semesters, small group research projects are carried out in a carefully structured sequence and presented in the final semester at the program's annual Research Day. Many projects are later presented at national and state conferences.

OUTLINE OF THE FULL TIME ENTRY LEVEL PROGRAM

FIRST YEAR

FALL TERM 2021	POINTS	SPRING TERM 2022	POINTS
OCCTM6101: Human anatomy	3	OCCTM6103: Neuroscience	3
OCCTM6107: Kinesiology	3	OCCTM6520: Clinical Conditions II	4
OCCTM6551: Occupation: Science and Practice	3	OCCTM6212: Mental Health I: Group dynamics	3
OCCTM6571: Statistics and Research methods	2	OCCTM6553: Mental Health II: Individual Assessment and Intervention	5
OCCTM6578: Clinical Conditions I	3	OCCTM6572: Research Practicum 1	1
Semester Points:	14	OCCTMXXXX: Lead I: Leadership, Entrepreneurship, Advocacy, Administration, Delivery	3
		Semester Points:	19

SUMMER SESSION 2022

OCCTM6653: Level II fieldwork A: Behavioral Health Semester Points: 0

SECOND YEAR

FALL TERM 2022	POINTS	SPRING TERM 2023	POINTS
OCCTM6555: Older Adults, I	3	OCCTM6554: Older Adults, II	3
OCCTM6563: Physical disabilities, I	4	OCCTM6557: OT with Children & Youth, II	3
OCCTM6556: OT with Children & Youth, I	3	OCCTM6564: Physical disabilities, II	4
OCCTM6140: Grantwriting	1	OCCTMXXXX: Student to Clinician	1
OCCTMXXXX: Modification and assistive technology	3	OCCTM6140: Grantwriting	2
OCCTMXXXX: Lead II	1	OCCTM6574: Research Practicum III	1
OCCTM6573: Research Practicum II	1	Semester Points:	14
Semester Points:	16		

***Electives may be taken for zero credits on a voluntary basis. The total number of required program points is 63.**

SUMMER SESSION 2023

OCCTM6663: Level II fieldwork B: physical disabilities Semester Points: 0

FALL TERM 2023 (OPTIONAL¹)

OCCTM6680: Level II fieldwork C: special interest Semester Points: 0

*Electives offered by our program may include but are not limited to (Subject to change):

Assistive technology	Working in the school systems
DIR/Floortime	Writing for publication
Barrier-free Design	Integrative Occupational Therapy (Yoga, etc)
Cultural Immersion and Global Services	Teaching assistantships
	Occupational Justice

NB: This program is subject to change.

¹ Some service scholarships require additional fieldwork experiences. If you have a service scholarship be sure to check the terms of the agreement.

COURSE LIST

The following roster of courses applies to students entering the program in September 2021. Students who have entered the program prior to that should follow the course of study outlined in the 2020-2021 Program Bulletin.

OCCTM6101. Human Anatomy Foundations for Occupational Therapy

Dr. Nilsen. 3 points.

The anatomy of the human body is examined with an emphasis on the musculoskeletal and peripheral nervous systems as relevant to occupational therapy. Both lectures, palpation laboratory, and independent laboratory work, the latter being based on case-based virtual dissections of the human body, will be presented using a regional approach to the study of anatomy. Examples of injury or dysfunction to key musculoskeletal and peripheral nervous system structures and their resulting functional consequences will be discussed.

OCCTM6103. Neuroscience Foundations for Occupational Therapy

Dr. Nilsen. 3 points.

The neuroanatomy and neurophysiology of the human nervous system are examined with reference to their relevance to occupational therapy. The major structures and functions of the central and peripheral nervous systems are presented. Topics include nervous system development, cellular constituents and the electrochemical basis of neuronal function, neural plasticity, and the neural basis of somatosensory and special sensory (i.e., vision, hearing, & balance) processing, motor control, emotions, and cognition are highlighted. Examples of dysfunction in neuroanatomical structures and the resulting functional consequences will be discussed as they relate to key systems.

OCCTM6107. Kinesiology

Professor Bryson. 3 points.

Application of knowledge of musculoskeletal anatomy, biomechanics, and psychology to the study of human motion. Emphasis on the analysis of movement in daily activity and principles of motor control. Instruction through lectures, movement laboratory, and problem solving seminars.

OCCTM6551. Occupation: Science and Practice

Dr. Norweg. 3 points.

Introduce the students to the history, foundations, and theories of occupational therapy (OT) and occupational science. Through lectures, discussions, and assignments the students will have an opportunity to learn about the tenets of occupational therapy practice including clinical reasoning skills, continuum of care, and the OT process and practice framework. Students will learn the significance of human occupation and activities of daily living and their

intersectionality with one's culture and community. Additionally, students will explore the professional roles of occupational therapists and the basics of professional practice such as multidisciplinary collaboration and effective communication.

OCCTM6140. Introduction to Grantwriting

Dr. Kalina. 3 points.

This year-long course explores the role of the occupational therapist in indirect service. Emphasis is placed on the role of the consultant, community needs assessment, designing programs, developing programmatic objectives, and introducing grantsmanship.

OCCTM6212. Mental Health I: Group Dynamics

Dr. Precin. 3 points.

This course contains didactic instruction as well as community-based seminar/laboratory experiences to familiarize students with the basic theories and principles underlying group process and behavior, the role of group dynamics in treatment, and introductory experiences to OT group leadership.

OCCTM6578. Clinical Conditions I: Behavioral Health

Dr. Precin. 3 points.

Review of symptoms, evaluations, and classification of psychopathology. Introduction to state of the art psychopharmacological and psychotherapeutic treatment of mental illness by experts in the field.

OCCTM6520. Clinical Conditions II: Physical Health

Dr. Vanlew. 4 points.

This course provides a basic understanding of disease or injury to the systems of the human body, including but not limited to the musculoskeletal and nervous systems. The lectures will cover the etiology, pathology, symptomatology, medical management and prognosis of a variety of disorders most commonly seen by occupational therapists. Labs associated with this course emphasize assessments and techniques most commonly used in occupational therapy practice with the populations discussed.

OCCTM6553. Mental Health II: Individual Assessment and Intervention

Dr. Precin. 5 points.

Theory and evidence-based practice within the field of mental health occupational therapy are explored using a variety of educational applications, including in-class case studies based on fiction and autobiography, experts from the field of mental health OT as well as their clients, and on-line therapeutic skill modules. Evaluation, planning, and intervention strategies are presented in interactive learning and seminar sessions and practiced in Level I fieldwork experiences.

OCCTMXXXX. Lead: Leadership, Entrepreneurship, Advocacy, Administration, Delivery

TBD. 4 points.

Introduces the students to the basic concepts of professional OT practice The students will learn the basic skills of leadership, management, and supervision within a healthcare team. Students will also learn how to be an advocate for oneself, client, and the profession while considering ethical, equitable, cultural, sociopolitical climate. Students will have the opportunity to understand the impact of sociopolitical factors, health policies, and historical and current legislations on OT services and professional practice. Through lectures, assignments, and scholastic literature the students will learn how to identify and seek resources, funding, and opportunities to support the welfare and needs of clinical and community populations. Additionally, students will review information regarding United States healthcare organization, reimbursement systems, appeals mechanisms, and documentation requirements that affect the practice of occupational therapy.

OCCTMXXXX. Modification and Assistive Technology

Dr. Mendonca. 3 points.

Assistive technology devices and services have the potential to impact the lives of persons with disabilities, resulting in increased independence and participation in their daily activities and to support occupational performance, participation, health and well-being. This course will focus on learning about the various types of assistive technology devices and occupational therapy services including but not limited to: evaluation and assessment, selection and training, procurement, legislation and funding. Students will gain basic understanding, knowledge, and skills of these applications as they pertain to independent living, function, communication, learning, and environmental issues encountered by people with disabilities. The students will have the opportunity to develop hands-on skills in interactive laboratories with problem-based learning, case studies and hand-on experiences.

OCCTM6555. Prevention and Rehabilitation with Older Adults, I

Dr. Norweg. 3 points.

Introduction to individual and group assessment and treatment approaches in meeting the needs of older adults; analysis of normal aging and disease states; introduction to indirect service roles (administration, consultation, and education) in service agencies for older clients.

OCCTM6554. Prevention and Rehabilitation with Older Adults, II

Dr. Norweg. 3 points.

Further exploration and practice with prevention and treatment approaches for elderly persons; Level I fieldwork experience and a seminar in group problem solving/clinical reasoning is also the focus. Emphasis on developing advocacy and leadership skills.

OCCTM6556. Occupational Therapy with Children, I

Dr. Sarafian. 3 points.

This course focuses on foundations of pediatric practice, development of childhood occupations, typical and atypical childhood development and the evaluation process.

OCCTM6557. Occupational Therapy with Children, II

Dr. Sarafian. 3 points.

General principles of occupational therapy intervention for the child with disability and developmental dysfunction. Approaches to intervention, including but not limited to, developmental, neurodevelopmental, sensory integration, and motor acquisition, are reinforced and applied to the intervention process of planning, implementation and re-evaluation. Concurrent lecture, laboratory, and Level I fieldwork.

OCCTM6563. Evaluation and Intervention of Physical Disabilities, I

Dr. Geller. 4 points.

Emphasis on the biomechanical and rehabilitative approach to evaluation and treatment. Includes splinting, prosthetics, adaptive equipment, activities of daily living, and therapeutic intervention with clients with specific diagnostic characteristics. Laboratory experiences and simultaneous Level I fieldwork.

OCCTM6564. Evaluation and Intervention of Physical Disabilities, II

Dr. Geller. 4 points.

Emphasis on motor control, cognitive-perceptual, and learning theories as they relate to occupation based treatment. Evaluation and treatment applications for clients with various neurological deficits presented in seminar discussion, case study, problem solving, and laboratory experiences. Special attention to new developments in the area of physical disabilities.

OCCTMXXXX. Student to Clinician

TBD. 1 point.

Apply the knowledge gained in the previous foundation and clinical courses to different case studies. Each group will be assigned a case study. The students will be required to present to their peers and faculty a comprehensive evidence-based intervention plan based on a client's functional goals. The students will work in groups to locate the best, culturally relevant, evidence-based practices that meet their client's values and functional needs within their contexts and environments. Students will be expected to use instructional skills to educate the audience about the condition of a case and clinically sound evidence-based intervention during their presentations. Additionally, the groups will plan and consult with students in other disciplines to explore multidisciplinary healthcare when applicable to reflect interprofessional learning and collaboration.

OCCTM6571. Statistics and Research Methods

Dr. Hamed. 2 points.

Introduction to methods of scientific inquiry, including variable definition and the analysis and interpretation of data. Refinement of skills of critiquing the literature, formulating research questions and hypotheses, and proposing designs for conducting studies.

OCCTM6572. Research Practicum I

Research Faculty. 1 point.

In small student groups under faculty mentorship, students begin work on a specific research project. Students learn research study proposal writing skills through the construction of Introduction and Literature Review sections related to their specific research question. Students (a) review and critique research related to a specific practice area and (b) design a research project that will be carried out in the subsequent two semesters.

OCCTM6573. Research Practicum II

Research Faculty. 1 point.

Students write the Methods section of their research proposal and participate in data collection activities. Students carrying out intervention effectiveness research will participate in intervention delivery in this semester. All work is carried out under faculty mentorship.

OCCTM6574 . Research Practicum III

Research Faculty. 1 point.

Students analyze data and write the final sections of the research report including the Results and Discussion sections. Findings are presented at the program's annual Research Day

OCCTM6653. Level II Fieldwork A: Evaluation and Intervention of Clients with Behavioral Health Problems

Dr. Simon and clinical supervisors. 0 points.

Supervised field experience with clients, applying evaluative techniques, interpreting findings, planning and implementing intervention, and reporting results. Full time for three months.

OCCTM6663. Level II Fieldwork B: Evaluation and Intervention of Clients with Physical Disabilities

Dr. Simon and clinical supervisors. 0 points.

Supervised field experience with clients, applying evaluative techniques, interpreting findings, planning and implementing intervention, and documenting results. Full time for three months.

OCCTM6680. Level II Fieldwork C: Special Interest

Dr. Simon and clinical supervisors. 0 points.

A field experience is individually planned to enrich the student's background in accordance with his or her needs and interests. Opportunities are provided to develop clinical skills with

specialty age or diagnostic groups (e.g., pediatrics, gerontology, hand dysfunction) or to develop indirect service skills in administration or research.

OCCTM6685. Continuing Level II Fieldwork: A, B or C. 0 points

For students whose Level II fieldwork bridges two semesters. Students will receive the mark of I (Incomplete) for the first semester. When the course is completed, the actual grade will be entered for both course numbers. Students will be registered for 0 points but will be charged the standard \$800 Clinical Education Tuition.

Electives

Electives are not required but students may elect to take up to two electives offered in the occupational therapy program. The course offerings for these electives change each year. The following courses are *samples* of what may be offered:

OCCTM6240. Manual Techniques to Promote Function

Dr. Gillen

This course will focus on advanced adjunctive techniques that can be used in preparation for and in conjunction with functional activities. Specific techniques will be reviewed and practiced. Particular emphasis will be placed on clinical decision making regarding when and with whom these techniques should be used.

OCCTM6300. Barrier Free Design

Professor Rochford

This interactive course, with lecture and group work, will provide you with an introduction to the practice area of home modifications.

OCCTM6320. DIR/Floortime

Professor Selman

This course is focused on understanding the theory behind the DIR/Floortime model, developing critical assessment skills needed for building a comprehensive profile used to guide treatment planning, and learning basic therapeutic techniques specific to this approach. This class uses videos to support learning, provides opportunities to practice scoring DIR assessments, and hone your critical observation skills of social/emotional development, and sensory profiling.

OCCTM6452. Restorative Yoga, Tai Chi, Qigong and Feldenkrais: An Integrative Approach to Promote Occupational Performance

Professor Sabel, OTR & Professor Gallagher, PT

This elective emphasizes the clinical application of Restorative Yoga, Tai Chi, Qigong, and Feldenkrais as viable approaches within the scope of occupational therapy practice. The course stresses how conventional and alternative practices can be used together to address client factors and performance skills impeding engagement in everyday occupations.

OCCTM6480. Working in the Educational Environment

Dr. Dimitropoulou

This course examines the role of related services focusing on the roles of PT & OT in the educational setting. This course emphasizes client centered practice and educationally based frameworks of practice, assessment and intervention models, documentation and billing systems.

OCCTM6550. Teaching Assistantship

Faculty Advisers

A few opportunities are available for students selected by the faculty to assist with components of instruction. Assistantships are associated with Neuroscience, Anatomy, Clinical Conditions I, Mental Health I, and Mental Health II. Details of each assistantship are distributed prior to the time of application.

OCCTM6565. Ethical Dilemmas

Dr. Falk-Kessler

The purpose of this elective is to begin to develop the skills of ethical reasoning and decision making. Through the use of self-reflection, case examples, and ethical problem solving, students will begin to understand ethical principles and how these are applied in a variety of settings.

OCCTM6579. The Shoulder

Professor Bryson

This course is a two-day comprehensive review course on the A to Z management of common shoulder pathologies, including rotator cuff tendinopathies, rotator cuff tears/repairs, shoulder instability, SLAP lesions, proximal humeral fractures, adhesive capsulitis and shoulder arthroplasty. The course will begin with an in-depth review of applied clinical anatomy and biomechanics, followed by principles and fundamentals of evaluation of the shoulder complex. Each section about specific conditions will begin with a relevant and detailed review of etiology and pathophysiology. This will be followed by a more detailed review of assessment related to that specific condition, with a strong emphasis on interpretation of results and how it translates into treatment planning. Discussions about specific treatment interventions will be supported by the rationale and justification for use and the specific criteria for progression of treatment. Clinical anatomic and biomechanical correlations will be used throughout the entirety of the course as well as frequent use of case studies. Labs will be used to demonstrate and practice proper techniques when applicable.

OCCT6105. Cultural Immersion and Global Services.

OT Faculty

This course provides an opportunity for students to experience and observe a culture different from the United States. The course requires the student to take a 10-day international trip to a selected country (currently Morocco) where they observe and interact with individuals of various occupational needs across the life span in clinical and community settings. Examples include children and adults with disabilities, underprivileged populations, and older adults. The students visit different sites including schools, nursing homes, orphanages, and vocational rehabilitation facilities. Two faculty members who are licensed occupational therapists accompany the students with the trip to facilitate learning.

OCCT6000. Occupational Justice.

Dr. Falk-Kessler

The role of the occupational therapist is to enable function and independence in our patients so that they can fully participate in their daily lives. But the role of the occupational therapist should not just be focused at the individual level, but also consider our role at the group, organizational, and societal levels in order to promote full participation in society. Using an occupational justice lens, we will look at how external forces as well as implicit bias's promote occupational apartheid, deprivatation, marginalization and alienation. This elective will use examples from health care and occupational therapy practice, including examples during this time of Covid-19.

OCCT6445M Using Concepts from Kinesiology to Promote Occupational Performance

Professor Sabel

Integrating concepts from Kinesiology, this elective will help participants 1) embody their intellectual understanding of kinesiology; 2) clarify how knowledge of the kinematic chain can be used as an effective guide to improve range of motion, strength and endurance; and 3) serve as a guide to facilitate functional movement and the performance of everyday occupations. Concepts from the Feldenkrais Method will serve as the guide for this practice. The material covered in this program can be used in pediatric, adult, geriatric and mental health practice throughout the continuum of care. Lecture, lab and video will be used to assist participants in comprehending and utilizing this practice.

OCCT6481M Family Activity Adaptation Model (FAAM) via Telehealth for Children with Cerebral Palsy

Dr. Dimitropoulou and Dr. Osei

This course examines a family centered telehealth program for families with children with cerebral palsy. The course will provide a background and important tools to implement a telehealth service delivery system that can be applicable for early Intervention and preschool (3-5 years) years. We will emphasize a new service delivery framework and manualized intervention that utilizes daily activities to promote motor skill acquisition, and functionality in children with cerebral palsy. We will examine caregiver training and monitoring progress and family needs. The course will provide detailed video cases of children and their caregivers with specific application strategies and examples. The course will expand on how this service delivery system can be applied in children with other physical disabilities.

DUAL DEGREE: MASTER OF SCIENCE IN OCCUPATIONAL THERAPY/ MASTER OF PUBLIC HEALTH

As the mandate for delivery of health care evolves in directions of increased efficiency and cost containment, demands on the occupational therapist as a manager and decision maker continue to evolve as well. Within a brief period of time following graduation, the occupational therapist's role may expand beyond departmental tasks to include related areas involving the analysis and evaluation of services needed for special populations. These roles call for additional education to incorporate knowledge and principles for addressing the health needs of a larger public. In response to this demand, the Programs in Occupational Therapy and the Joseph L. Mailman School of Public Health have jointly established a program of study which leads to two degrees. The dual degree program has been developed to prepare occupational therapists to function effectively as leaders in the changing health arena by combining their skills with those of the public health professional.

The Dual Degree Program interfaces with the existing Professional (entry) level Program in Occupational. The MS/MPH Program prepares occupational therapists to:

1. emphasize prevention and public planning principles;
2. consider more flexible arenas for care;
3. contribute to interdisciplinary health care policy;
4. apply specialized technical knowledge of such areas as program development & implementation, health policy both domestic & international, and epidemiological aspects of abnormal development to leadership positions as community program planners and implementers, client advocates, and participants in health care decision making.

ENTRY LEVEL MS/MPH Program

The Dual Degree Program requires a minimum of 96 points over three years, including three summers. Students take the required core courses in both programs. Students will primarily be enrolled in the occupational therapy program for the first two years. In the third year, students enroll in the Mailman School of Public Health to complete their coursework.

At the completion of the Dual Degree Program students are eligible to sit for the national certification examination as occupational therapists.

Required courses in occupational therapy are listed for the entry level professional masters. Information regarding required courses in public health are published on the Mailman School of Public Health [Academic Programs](#) website.

For the Master of Science in Occupational Therapy, 61 points of required coursework are in occupational therapy, while the M.P.H. includes a minimum of 33 points of required coursework plus 9 points as a cross registrant.

Each degree includes a given number of required courses and electives. Course descriptions for occupational therapy are in the Program of Study. See the bulletin of the School of Public Health for descriptions of their required courses.

ADMISSION REQUIREMENTS FOR THE DUAL DEGREE PROGRAM

Students must make a separate application to the Programs in Occupational Therapy and the Mailman School of Public Health. This may be done simultaneously or after acceptance into the Occupational Therapy Program. In that circumstance, application to the School of Public Health must be made no later than the fall semester of the second year of the Occupational Therapy Program for admission in the fall term. It is suggested that students interested in the dual degree program contact the dual degree advisor from the occupational therapy program.

For the Programs in Occupational Therapy admission requirements, see page 15.

Please note: Dual degree students who apply and get accepted to the Mailman School of Public Health prior to beginning occupational therapy coursework in the Fall semester of their first year receive the most benefit and can take advantage of the modified programs.

DEGREE REQUIREMENTS

1. Continuous registration is expected until satisfactory completion of all requirements. All academic and clinical requirements for both degrees must be completed in five years.
2. Minimum course requirements in areas of basic competency in occupational therapy must be completed by all candidates: biological sciences, behavioral sciences, pathology, activities, and occupational therapy evaluation and treatment procedures.
3. Minimum course requirements in public health include the completion of a core semester, courses in the concentration area of choice, division electives plus a public health practicum.
4. A minimum of twenty-four weeks of full-time (or the equivalent) supervised field experience with clients in programs of prevention, maintenance, and remediation. All fieldwork requirements should be completed within twenty-four months following completion of academic work.

OUTLINE OF THE PROGRAM

Minimum of 96 Points: 61 in Occupational Therapy, 33 in Public Health

This is a general outline that may be modified depending on individual circumstances. Students who are accepted to the School of Public Health prior to matriculation in the Occupational Therapy Programs may follow a different academic sequence. All dual degree students finalize their academic programs with the designated academic advisor.

FIRST AND SECOND YEAR (OT)

FALL TERM	POINTS	SPRING TERM	POINTS
OCCTM6101: Human anatomy	3	OCCTM6103: Neuroscience	3
OCCTM6107: Kinesiology	3	OCCTM6520: Clinical Conditions II	4
OCCTM6551: Occupation: Science and Practice	3	OCCTM6212: Mental Health 1: Group dynamics	3
OCCTM6571: Statistics and Research methods	2	OCCTM6553: Mental Health II: Individual Assessment and Intervention	5
OCCTM6578: Clinical Conditions I	3	OCCTM6572: Research Practicum 1	1
Semester Points:	14	OCCTMXXXX: Lead I: Leadership, Entrepreneurship, Advocacy, Administration, Delivery	2
		Semester Points:	18

SUMMER SESSION

OCCTM6653: Level II fieldwork A: Behavioral Health Semester Points: 0

SECOND YEAR

FALL TERM	POINTS	SPRING TERM	POINTS
OCCTM6555: Older Adults, 1	3	OCCTM6554: Older Adults, II	3
OCCTM6563: Physical disabilities, I	4	OCCTM6557: OT with Children & Youth, II	3
OCCTM6556: OT with Children & Youth, I	3	OCCTM6564: Physical disabilities, II	4
OCCTM6140: Grantwriting	1	OCCTMXXXX: Case-based applications	1
OCCTMXXXX: Modification and assistive technology	3	OCCTM6140: Grantwriting	2
OCCTM6573: Research Practicum II	1	OCCTM6574: Research Practicum III	1
Semester Points:	15	Semester Points:	14

THIRD YEAR (MPH)

FALL TERM	POINTS
P.H. Core Curriculum (See SPH for details)	15
<ul style="list-style-type: none"> • Foundations of Public Health • Research Methods and Application • Determinants of Health • Public Health Interventions • Health Systems 	

- [Global and Developmental Perspectives](#)
 - [Integration of Science & Practice](#) 1.5
- Total points 16.5

SPRING TERM	POINTS
SPH courses in concentration area/electives	12
Leadership & Innovation	3
Integration of Science & Practice	1.5
Total points	16.5

SUMMER TERM	
Discipline	
P.H. Practicum	
Total points	0-6

POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY (OTD) - COGNITION TRACK

The **Online Doctor of Occupational Therapy Program (OTD)**, a fully online program designed for working professionals, will provide those practitioners who wish to remain in the practice arena with advanced knowledge and clinical skills in the area of cognition and perception across the life course and across practice areas. The overarching goal of our program is to deepen knowledge within a specific area and its application to practice, pursue evidenced-based practice as a clinician, apply research methodology to answer a clinical question, and apply clinical reasoning to practice at an advanced level.

The Online Doctor of Occupational Therapy builds on the Masters level competencies by expanding the scope and the depth of entry level knowledge. Advanced theory with translation to practice is the cornerstone of this program, with application to a range of practice areas. These areas include:

- cognitive and perceptual mechanisms that underlie occupational performance
- assessment and interventions for cognitive and perceptual impairments that limit occupational performance
- cognitive approaches to learning, memory, reasoning, and problem solving to enhance intervention strategies
- attention to how people learn, mentally represent, and translate into performance and its impact on skill acquisition
- understanding the relationship between cognitive theory and neurobehavioral theory and its role in performance

It is expected that upon completion of the Columbia University Programs in Occupational Therapy Doctor of Occupational Therapy degree, graduates will be leaders in the clinical arena with potential to expand and advance their area of specialization at local, state, and national levels. Upon completion of the OTD degree, students will be prepared to:

- Apply advanced knowledge and skills in cognitive assessment and intervention in their chosen area of clinical specialization.
 - Understand and apply relevant theories to practice.
 - Select and utilize appropriate assessments in the evaluation process.
 - Apply evidence-based interventions.
- Analyze their clinical practice in its various contexts using multiple processes of clinical reasoning as it applies to occupations.
- Design and implement clinically based research that contributes to the evidence-base of occupational therapy practice.
- Develop and/or apply clinically relevant programs that build upon clinical reasoning and relevant theories along the continuum of care.
- Apply this knowledge as clinical educators.

ADMISSION PROCEDURES

Application for the OTD is submitted online by visiting the following website: apply.ot.cumc.columbia.edu. A link to this portal is also available on our website. At the time of application, candidates should have a well thought out rationale for why one is pursuing the clinical doctorate.

Once the application is submitted, candidates are evaluated by a committee from the Programs in Occupational Therapy. Admission to the OTD program will be based upon (a) academic performance in one's entry level OT program; (b) clinical references; (c) commitment to graduate study; and (d) potential for professional contribution.

Contact Dr. Lenin Grajo, Director of Post-Professional Doctor of Occupational Therapy Programs, for information and advisement.

Applicant Eligibility

Applications may be submitted by any licensed or license-eligible occupational therapist who has earned a Master's degree from a college or university that is accredited by a United States Department of Education Regional Accreditation Agency. If you are completing your entry-level Masters degree from a properly accredited OT program, you may also apply. Please understand that if accepted into the OTD program, you must earn your NBCOT certification along with your state license by the end of your first semester of study in our program. The application includes the following items:

1. A completed application form, including your resume/CV.

2. Write a Personal Statement articulating the following components in no more than 5 double-spaced pages:
 - A. Purpose for pursuing a clinical doctoral degree with a focus on Cognition
 - B. A detailed description of personal and professional goals
 - C. How the mission, vision, and resources of Columbia University Medical Center and the Programs in OT fit with your personal and professional goals.
3. A non-refundable electronic application fee of \$85 paid either online or by check or money order made payable to Columbia University.
4. Three completed reference forms, submitted electronically.
5. Official transcript(s) from all colleges and universities from which you have received a degree, if not submitted electronically.

Applicants who have earned their MS degree in Occupational Therapy from Columbia University within 10 years of this application, or who are currently completing their MS degree in OT from Columbia, do not need to submit references, transcripts, or the application fee in order to apply.

International students whose earned degrees are from non-English speaking nations are also required to submit official results of the TOEFL, including the written portion of the test, or the IELTS; and a WES (<https://www.wes.org>) or CHESSIC (for students from China) evaluation of your transcript.

The online application and additional materials will be considered on a rolling basis. Please note: your application will not be reviewed until it is complete. It is in your best interest to submit all materials as early as possible.

An interview is also required. Please contact Dr. Grajo to set this up.

DEGREE REQUIREMENTS

Receiving the Doctor of Occupational Therapy degree will involve satisfactorily completing a minimum of 75 points beyond the baccalaureate degree (in occupational therapy), or a minimum of 36 points beyond the Master's degree (in occupational therapy). This includes the use of a clinical residency* towards evidence-based practice and the completion of two capstone projects: a publication-ready research paper and a clinical portfolio. This program is an online evening program, and can be completed in two to three years of part-time study.

**Clinical Residency: Our program is heavily dependent on clinical experiences. All students are required to identify a clinical site that can serve as their "clinical residency". This is typically one's place of work. As long as one's site provides approval, assignments including the research project can be carried out with one's clients, and during one's work day.*

COURSES OF INSTRUCTION

Core I: (up to 39 points)

The content of Core I is devoted to the basic study and practice of occupational therapy; and to the beginning understanding and application of research methodologies. Courses within this core include those taken by our entry level Master of Science program, which are outlined in our bulletin.

Core II: (10 points)

The content of Core II is directed towards challenging existing knowledge, paradigms, and hypotheses in cognition and perception. Guided by course faculty and the doctoral mentor, the learner engages in critical reflection, discourse, and experiential learning as foundational courses in the program are taken.

Courses related to this core are:

- Advanced Application of Theory to Practice (3 points)
- Neuroscience of Cognition (3 points)
- Methods of Teaching (3 points)
- Professional Development (2 points)

Core III: (15 points)

The focus of Core III is directed towards transforming critical thinking and creating and implementing advanced knowledge and applications in cognition and perception. The student undergoes deeper level critical reflection, discourse, and experiential learning as courses geared towards advanced level assessments and intervention are taken.

Courses related to this core are:

- Cognitive Assessment & Intervention (3points)
- Cognitive Basis of Function and Decision Making (4 points)
- Advanced Evidence-Based Practice (3 points)
- Theories of Measurement and Instrument Development (3 points)
- Case-based Application (1 point)

Core IV: (11 points):

At Core IV, the student becomes an advanced-practitioner who is an agent of change in clinical practice. The student works with the doctoral mentor to complete coursework, residency, and two capstone projects (Clinical Portfolio and Evidence-Based Research Paper).

Courses to support the capstone (5 points)

- Writing for Publication (1 point)

- Grantsmanship (2 points)
- Ethics and Occupational Justice (2 points)

Capstone (6 points)

- Residency
- Clinical Research Project
- Clinical Portfolio (3 points)
- Evidence-based Research Paper submitted (3 points)

Clinical Portfolio

All students will be expected to submit a clinical portfolio, in which the following will be represented:

- Evidence-based practice
- Program development
- Grant proposal
- Certifications
- In-services given
- Presentations / publications
- Mentorship – both roles (as mentor and being mentored) reflected

Evidence-based Research Paper

Students will be responsible for carrying out a research project based on a clinically derived question (i.e., not theoretical, but evidence-based practice). A faculty sponsor plus an ongoing seminar will support students during this process. This research project will culminate in a paper submitted to faculty in publication ready format. In order to graduate, the paper must also be submitted for publication in a refereed journal.

Clinical Research Project

Students must complete a research project based on a clinically derived gap in practice. The Capstone project can be one bigger research project or a series of smaller research studies that integrate and complement the roster of educational artifacts included in the clinical portfolio and evidence-based research paper.

OCCTM8100. Advanced Applications of Theories in Practice

Dr. Grajo. 3 points.

This course will provide an overview and synthesis of historical and contemporary perspectives that guide OT practice. Learners in this course will understand the historical development of several theoretical constructs in OT. Learners will also review and apply fundamental concepts and language used in OT theories and practice models, and gain a foundational knowledge of

the discipline of occupational science. Learners will use critical and clinical reasoning skills to determine how theories can inform evidence-based and client-centered practice based on applications to their own daily practices.

OCCTM8103. Neuroscience of Cognition

Dr. Dimitropoulou. 3 points.

The course focuses on mechanisms of cognition that are integral to and impacted by engagement in daily occupations. The concept of cognition is discussed as part of the Occupational therapy framework and ICF-10. The course provides an overview of neural structures underlying cognitive function, adaptation and participation across the life span. The course translates current research on the neural basis of human mental processing (i.e., perception-action, memory, metacognition, attention, executive functioning, etc.) and connects findings to human performance, function and participation.

OCCTM8106. Case-Based Application

All OTD Mentors. 1 point.

This course is a continuation of the Professional Development course series that aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. The course can be used to plan more targeted independent research studies to do pilot work or supporting work in preparation for capstone.

OCCTM8107. Capstone I

All OTD Mentors. 3 points.

As part of the capstone module, the student generates a clinical portfolio highlighting their growth and development throughout the OTD program. The clinical portfolio should provide evidence of the student's skills, achievements, and professional experiences during their clinical residency. The capstone module is comprised of two components that are designed to synthesize content from each of the Core components, and to allow for the presentation of advanced evidence-based knowledge and clinical skills.

OCCTM8113. Advanced Writing for Publication

Dr. Dirette. 1 point.

This course is designed to assist OTD students translate their clinical doctoral thesis into a manuscript that can be submitted for publication to a refereed journal. Students will learn to use current health care reporting standards (e.g., CONSORT statement, COSMIN, CARE statement) as a basis from which to write a journal manuscript addressing clinical topics such as intervention effectiveness, instrument development, case reports, and professional discussion papers. Manuscript submission, revision, and publication etiquette and ethical conduct are also reviewed.

OCCTM8510. Methods of Teaching

Dr. Grajo. 3 points.

This course is designed to prepare doctoral students as academic or clinical educators in occupational therapy. The course will cover various perspectives on occupational therapy education with particular emphasis on exploration of teaching and learning philosophies, signature pedagogies in occupational therapy, and the use of active learning principles in planning, implementing, and evaluating the teaching and learning process. Students will be developing an Educator Toolkit of teaching-related artifacts that will prepare them and advance their skills as academic educators. The course will also embrace active learning principles with the acquisition of teaching and learning skills and competencies primarily from a “learning by doing” approach.

OCCTM8503. Cognitive Assessment and Intervention

Dr. Kaplan. 3 points.

This course aims to provide an up-to-date and comprehensive overview of the process that has traditionally been called cognitive and perceptual rehabilitation but may be better described as the process of improving function for those who are living with cognitive and perceptual impairments. The course has been designed with three overarching and interrelated approaches in mind: evidence-based, function-based, and client-centered.

OCCTM8505. Cognitive Basis of Decision-Making

Dr. Mendonca. 4 points.

The course focuses on theoretical and empirical understanding of functional cognition and decision-making as it is embedded in occupations and occupational roles. Decision-making is the cognitive process resulting in the selection of a belief or course of action among several alternative possibilities. The course provides an overview of neural and psychological perspectives underlying the process of function and decision-making in the context of adaptation and participation across the life span. Frameworks addressing the measurement and facilitation of function decision-making will be of primary focus.

OCCTM8530. Advanced Evidence-Based Practice

Dr. Nilsen. 3 points.

This course emphasizes building breadth and depth of knowledge related to specific interventions or assessments that are utilized for those living with functional limitations secondary to cognitive or motor control impairments. Students will become proficient at utilizing various methods to conduct systematic reviews and will critically appraise a topic of interest related to their proposed line of research.

OCCTM8550. Ethics and Occupational Justice

Dr. Falk-Kessler. 2 points.

Justice based ethics include principles commonly used in health care decision making. Not typically considered one of the justice principles outside of the Occupational Therapy

profession, an argument can be made that occupational justice is a unique principle that plays a significant role in healthcare outcomes.

OCCTM8565. Theories of Measurement and Instrument Development

Dr. Grajo. 3 points.

This course will introduce the students to the fundamental principles of measurement in health sciences with application to occupational therapy and medical rehabilitation. We will review important principles of traditional (classical) test theory and learn the principles of latent trait theory and in particular, the Rasch models. Students will propose a revision, adaptation, or development of a new instrument that can be used in their line of research.

OCCTM8992. Professional Development I

All OTD Faculty. 1 point.

This course aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. With guidance from the mentor, the student identifies courses and course assignments within the curriculum to develop specific projects that can support the capstone projects (clinical portfolio and evidence-based research paper).

OCCTM8993. Professional Development II

All OTD Faculty. 1 point

This course aims to support the doctoral student in identifying and aligning relevant professional development goals with core courses taken in the OTD program. With guidance from the mentor, the student identifies courses and course assignments within the curriculum to develop specific projects that can support the capstone projects (clinical portfolio and evidence-based research paper). The course can also be used as small independent research studies or activities to do pilot work to support the capstone projects.

OCCTM8990. Grantsmanship in OT

Dr. Kalina. 2 points.

This course will provide an overview of drafting a grant related to the students' doctoral projects. Students will learn how to identify relevant funding agencies, draft a letter of intent, and write the sections of a full grant proposal.

OCCTM8994. Capstone II

All OTD Mentors. 3 points.

As part of the capstone module, the student completes the study of the approved capstone project identified during Professional Development and Case-Based Application courses. This includes the creation of an evidence-based research paper that meets the standards for submission to a peer-reviewed professional journal.

ACCELERATED MASTER OF SCIENCE TO POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY (MS-OTD)

The Programs in Occupational Therapy at CUIMC offer an accelerated Post-Professional Occupational Therapy Clinical Doctorate (MS-OTD) for CUIMC OT Master of Science students who wish to advance their clinical education directly after completing their MS degree. Qualifying CUIMC MS in OT students can enter the MS-OTD Program in the fall semester directly after completion of their Level 2 fieldwork. The MS-OTD is a 70-credit online program that is completed in one full academic year (3 semesters: Fall, Spring, and Summer). Forty-four credits transfer in from the entry-level MS OT degree, leaving a remainder of 26 credits that will be completed in the MS-OTD Program. All courses are held online so that students can maintain full-time clinical positions during the day (students will be licensed and registered for clinical practice once they complete the entry-level MS OT degree and pass the NBCOT exam). Students can use their employed clinical positions as residencies through which Capstone Projects can emerge. The MS-OTD is intended to help students broaden their clinical skills and obtain advanced knowledge in the areas of clinical leadership and the application of research evidence.

The MS-OTD aims to provide practitioners, who wish to remain in the practice arena, with advanced knowledge and clinical skills as applied to a self-identified clinical area. The overarching goal of our program is to deepen knowledge within a selected clinical area, apply evidence-based practice and advanced clinical reasoning as a clinician, and develop clinical leadership skills.

It is expected that upon completion of the MS-OTD degree, graduates will be leaders in the clinical arena with potential to expand and advance their area of specialization at local, state, and national levels. Upon completion of the MS-OTD degree, students will be prepared to:

- Articulate emerging roles and novel perspectives related to their selected clinical area.
- Demonstrate professional and ethical standards in advanced practice.
- Apply, analyze, and synthesize theoretical frameworks underlying their practice area.
- Analyze and synthesize the scientific body of knowledge underlying their practice area.
- Develop, implement, and measure the outcomes of a knowledge translation/building capacity program guided by evidence-based practice.

ADMISSION PROCEDURES

Applicants who have completed a Master of Science in Occupational Therapy at Columbia and who intend to enroll in the MS-OTD in the fall directly after graduation are not required to submit references, transcripts, or an application fee in order to apply to the MS-OTD Program.

Applicants who graduated from the entry-level MS Program with a 3.67 GPA will be given higher priority, but not guaranteed admission into the MS-OTD Program. Applicants who graduated with a 3.0 – 3.66 GPA will be considered through an Admissions Committee review. The minimum GPA required for admission is 3.0. To be considered for admission into the MS-OTD Program, applicants must have demonstrated appropriate professional behaviors and exceptional fieldwork performance in the entry-level MS program, and must submit a letter of intent with a detailed description of doctoral capstone aims. Admissions to each cohort in the MS-OTD program will be capped each year.

DEGREE REQUIREMENTS

Receiving the MS-OTD degree involves satisfactorily completing 70 credits, 44 of which are transferred from the MS degree, leaving a remainder of 26 to be completed. This includes the use of a clinical residency* towards evidence-based practice and the completion of three capstone components: (1) a clinical capstone project (2) a clinical portfolio and (3) a publication-ready clinical application paper. This program is an evening program and can be completed in 1 academic year (or 3 semesters: Fall, Spring, Summer).

**Clinical Residency: Our program is heavily dependent on clinical experiences. All students are required to identify a clinical site or access to a clinical research population that can serve as their clinical residency. This is typically one's place of work but can also be a fieldwork site, a volunteer site, or an online network. As long as one's site provides approval, assignments including the Capstone Project can be carried out with one's clients, during, or after one's workday.*

COURSES OF INSTRUCTION

Semester 1, Fall: (10 credits)

The focus of the first semester is to exhaustively review the literature regarding one's practice area with regard to theories underlying practice (Advanced Applications of Theory to Practice) and research reporting intervention effectiveness (Advanced Evidence Based Practice). Student's will also learn to develop basic rating scales (professional development course) and plan a knowledge translation/building capacity training program as their clinical capstone project (Capstone 1).

Semester 2, Spring: (10 credits)

In the second semester, students begin to consider the occupational injustices experienced by their clinical population and how such inequities can be addressed through clinical practice (Ethics and Occupational Justice). Students also begin to consider the cognitive challenges that may be experienced by their clinical population as a result of disability or environmental

barriers (Cognitive Basis of Function and Decision Making). In Case-Based Application, students file the IRB protocol for their capstone project and start implementing it in Capstone 2.

Semester 3, Summer (6 credits)

In the third and final semester, students explore methods of teaching for in-services, conference presentations, continuing education courses, fieldwork supervision, and adjunct instruction (Methods of Teaching). In Capstone 3, students complete their Capstone Project and disseminate findings through a written paper. Advanced Writing for Publication helps students to polish their capstone paper in a publication-ready format. The entire Capstone Portfolio is presented in a poster presentation at semester end.

COURSE DESCRIPTIONS

Semester 1: Fall

OTM8100. Advanced Applications of Theory to Practice.

Dr. Boisselle. 3 credits.

This course provides an overview and synthesis of historical and contemporary perspectives that guide OT practice. Learners in this course will understand the historical development of several theoretical constructs in OT particularly occupation, participation, and adaptation. Learners will also review and apply fundamental concepts and language used in OT theories and practice models, and gain a foundational knowledge of the discipline of occupational science. Learners will use critical and clinical reasoning skills to determine how theories can inform evidence-based and client-centered practice based on applications to their own daily practices.

OTM8530. Advanced Evidence-Based Practice

Dr. Nilsen with Carly Goldberg. 3 credits.

This course emphasizes building breadth and depth of knowledge related to specific interventions that are utilized for those living with functional limitations secondary to disability. Students will become proficient at utilizing various methods to conduct the beginning steps of a systematic or scoping review and will critically appraise a topic of interest related to their practice area.

OTM8993. Professional Development

Dr. Grajo and peer mentors. 2 credits.

This course will provide the students an overview of Rating Scale development through seminar style and peer-mentoring approach. Taken with Capstone 1, students identify their population for their capstone project, explore and design a knowledge translation and building capacity training program and draft a basic rating scale to measure outcomes of the training program. Peer-mentorship will be given in groups by an advanced clinician who is also in the post-professional OTD program.

OTM8107. Capstone 1: Planning and Residency

Dr. Grajo and Capstone Coordinators (Dr. Rushanan, Dr. Arnaud, and Dr. Hui). 2 credits.

In this seminar students begin to plan their Capstone Project in accordance with guidelines listed in the course syllabus and the appendices of this Handbook.

Semester 2: Spring

OTM8550. Ethics and Occupational Justice

Dr. Falk-Kessler with Juliana Perez. 2 credits.

Justice based ethics include principles commonly used in health care decision-making. Not typically considered one of the justice principles outside of the Occupational Therapy profession, an argument can be made that occupational justice is a unique principle that plays a significant role in healthcare outcomes. The purpose of this course is to examine the relationship between ethics and occupational justice. Students are encouraged to consider and write about the occupational injustices that may impact the patients/clients with whom they work.

OTM8505. Cognitive Basis of Function and Decision-Making

Dr. Mendonca and Dr. Lange. 4 credits.

The course focuses on theoretical and empirical understanding of functional cognition and decision-making as it is embedded in occupations and occupational roles. Decision-making is the cognitive process resulting in the selection of a belief or course of action among several alternative possibilities. The course provides an overview of neural and psychological perspectives underlying the process of function and decision-making in the context of adaptation and participation across the life span. Frameworks addressing the measurement and facilitation of function decision-making will be of primary focus.

OTM8106. Case-Based Application

Dr. Dimitropoulou. 1 credit.

In this course, students file their human subjects protocol with the IRB and continue polishing the design of their capstone project.

OTM8994. Capstone 2: Residency and Project

Dr. Grajo with Capstone Coordinators (Dr. Rushanan, Dr. Arnaud, and Dr. Hui). 3 credits.

In Capstone 2, students implement their Capstone Project after approval from the IRB. Guidance is offered through Capstone 2 seminar participation.

Semester 3: Summer

OTM8510. Methods of Teaching

Dr. Grajo and Dr. Dumas. 3 credits.

This course is designed to assist doctoral students to gain proficiency as educators in professional programs. The course is intended to be taken while students simultaneously

participate in the teaching process as instructors, lab assistants, or fieldwork clinical supervisors. The student's current experience as an educator in a classroom/lab/clinical situation will be used to complete the course assignments. Students will explore their own personal learning and teaching styles, and assess how these influence their role as educators in the classroom/lab/clinic.

OTM8113. Advanced Writing for Publication

Dr. Dimitropoulou. 1 credit.

This course is designed to assist OTD students to polish their Capstone Project into a publication-ready Brief Report format.

OTMXXXX. Capstone 3: Project Completion/Presentation

Dr. Grajo and Capstone Coordinators (Dr. Rushanan, Dr. Arnaud, and Dr. Hui). 2 credits.

Students complete their Capstone Projects and present findings in a final clinical application paper. All artifacts in the student's Capstone Portfolio are summarized in a poster presentation and online Digication platform at semester end. The clinical portfolio demonstrates the student's skills, achievements, and professional experiences gained during coursework and clinical residency. This seminar provides guidance for students as they complete their Capstone Projects and present their Portfolios.

Components of the Doctoral Capstone

The Doctoral Capstone consists of three components: (1) a Clinical Capstone Project (2) a Capstone Portfolio and (2) an Evidence-Based Clinical Application Paper. The Capstone Portfolio consists of 6 educational artifacts derived from coursework and Capstone Seminar courses (possible artifacts listed below). The Capstone Portfolio will be presented through the Digication platform and a formal poster presentation. The Evidence-Based Clinical Application Paper is a publication-ready manuscript from any of the components of the Capstone.

DOCTOR OF EDUCATION IN MOVEMENT SCIENCE AND OCCUPATIONAL THERAPY

Columbia University's Programs in Occupational Therapy has teamed with the Movement Science/Kinesiology Program at Teachers College, Columbia University, to offer a unique program leading to the **Ed.D. in Movement Science with a specialization in Occupational Therapy**. This program will allow students who already have a Masters in Occupational Therapy and clinical experience to gain from combining study in both areas. Students take core and research preparation course work in the movement science program, and coursework in the occupational therapy program. The research would be carried out largely under the supervision of occupational therapy faculty, with the additional support of movement science faculty.

This degree is directed toward preparing the current and the next generation of leaders in occupational therapy with interests in movement and daily function. These leaders will assume professorial roles in universities and colleges within departments of occupational therapy. The degree may lead to:

- Tenure-track faculty position in occupational therapy departments emphasizing teaching and applied research.
- Research Coordinator (university, hospital, clinic)
- Director/Administrator (university, teaching hospital)

Students enrolled in the Ed.D. Program will have an opportunity to integrate and contribute to basic and applied science as it relates to occupational therapy and movement science.

Broad areas of research fall under the following categories:

- How movement and posture support participation in daily living.
- Movement impairment and its impact on functional daily living skills.
- Development and testing of real world / ecologically valid assessments of motor function.
- Development and testing of occupation-based practice guidelines and interventions.

Examples of current and potential areas of specific research foci include:

- The role of perception, motor, and cognition in the context of daily living.
- How mental imagery and practice affects recovery after central nervous system dysfunction.
- Vestibular, sensory, and motor impairment as manifested in patients with psychiatric disorders, and its impact on participation in daily living.
- The use of mirror therapy to rehabilitate handwriting and promote upper limb function after stroke.
- The use of prism adaptation to improve limb use for those living with unilateral neglect.

ADMISSION PROCEDURES

Application for the Ed.D. in Movement Science with a specialization in Occupational Therapy is made online by visiting www.tc.columbia.edu/admissions. At the time of application, candidates should have a well thought-out area of research that should be discussed as part of the required essay for admissions.

Once the application is submitted, candidates are evaluated by a committee with membership from the Program in Movement Science and Programs in Occupational Therapy. Admission to the Ed.D. program will be based upon (a) academic performance at the undergraduate and graduate levels; (b) research capability; (c) commitment to graduate study; and (d) potential for professional contribution.

Interviews are required, and will be set up by the admissions committee.

Any interested candidate who does not already have an earned Masters degree may be eligible for a post-professional course of study in occupational therapy education or administration. Contact Dr. Katherine Dimitropoulou (kd2524@cumc.columbia.edu) for information and advisement.

Please contact Teachers College for additional information on the application process to the Ed.D. program.

DEGREE REQUIREMENTS

Students in the Ed.D. program in Movement Science with a specialization in Occupational Therapy have a unique opportunity to study with faculty of both programs. Although students are enrolled in Teachers College, each is assigned an academic advisor from the Programs in Occupational Therapy, who, in collaboration with the faculty of TC, plan out a program of study that combines the science of motor learning within the context of occupation. Students in this program are expected to maintain continuous enrollment.

Coursework is taken on both campuses. As per university policy, the Ed.D. requires 90 credits beyond the bachelor's degree. Since most students with entry-level masters in OT have at least 45 graduate credits in related areas, we expect that 45 credits will be transferred in from another qualified institution and that the doctorate will be comprised of approximately 45 credits beyond the existing Masters. The credit allocation is to be shared among the existing programs in Movement Sciences and Occupational Therapy.

Estimated Summary Of Credit Point Distribution By Area

Teachers College:

Movement Science: (15 points)

Research Preparation: (9 points)

Occupational Therapy (15 points)

Electives (6 points)

Thesis

Ongoing Evaluation of Doctoral Students. At least once a year, the progress of doctoral students is formally reviewed by at least two faculty members (one from occupational therapy and one from movement sciences) who then meet with the student to discuss their evaluation and give advice.

Certification Examination. This examination covers the research area of the student's dissertation work. The student will prepare a bibliography of material to be covered and will have it approved by the sponsor (OT faculty member) and one member of the movement science faculty, both of whom will prepare and evaluate the exam. Successful performance on the certification examination will be required prior to formal review of the dissertation proposal.

Dissertation Proposal. The student submits a dissertation proposal to the faculty in occupational therapy/movement science. The dissertation proposal should include pilot work. Upon acceptance of the dissertation proposal, continuous enrollment is required (comparable to three points of credit or non-credit dissertation advisement) until the successful completion of the degree.

Preparation and Defense of the Dissertation. The final oral defense of the dissertation involves a specially appointed committee of at least four faculty members including the sponsor (from the OT faculty), a movement science faculty member, a second person from the OT faculty and an out of department representative from Teachers College.

COURSES OF INSTRUCTION

Students are expected to take a series of required and elective courses from both programs. Courses can be selected, in collaboration with one's advisor, from the following roster offered by Teachers College / Movement Science. Please refer to their catalogue for course descriptions:

BBSR 4060 Motor learning

BBSR 4161 Motor learning laboratory

BBSR 4050 Analysis of human movement

BBSR 6564 Advanced topics in neuromotor processes

BBSR 5860 Motor Learning Conference
BBSR 6563 Movement sciences conference seminar
BBSR 5504 Research Training in Motor Learning & Control
BBSR 5582 Research design in the movement sciences
HUDM 4122 Probability and statistical inference
HUDM 5122 Applied regression analysis
HUDM 5123 Linear Models and Experimental design

Courses can be selected, in collaboration with one's advisor from the following roster offered by Occupational Therapy:

OCCTM8100. Advanced Applications of Theories in Practice

Dr. Grajo. 3 points.

This course will provide an overview and synthesis of historical and contemporary perspectives that guide OT practice. Students in this course will understand the historical development of several theoretical constructs in OT. Students will also review and apply fundamental concepts and language used in OT theories and practice models, and a foundational knowledge of the discipline of occupational science.

OCCTM8103. Neuroscience of Cognition

Dr. Dimitropoulou. 3 points.

The course focuses on mechanisms of cognition that are integral to and impacted by engagement in daily occupations. The concept of cognition is discussed as part of the Occupational therapy framework and ICF-10. The course provides an overview of neural structures underlying cognitive function, adaptation and participation across the life span. The course translates current research on the neural basis of human mental processing (i.e., perception-action, memory, metacognition, attention, executive functioning, etc.) and connects findings to human performance, function and participation.

OCCTM8530. Advanced Evidence-Based Practice

Dr. Nilsen. 3 points.

The course emphasizes building breadth and depth of knowledge related to specific interventions or assessments that are utilized for those living with functional limitations secondary to cognitive or motor control impairments. Students will learn to use various methods to conduct systematic and scoping reviews and will critically appraise a topic of interest related to their proposed line of research.

OCCTM8113. Advanced Writing for Publication

Dr. Dirette. 1 point.

This course is designed to assist OTD students translate their clinical doctoral thesis into a manuscript that can be submitted for publication to a refereed journal. Students will learn to use current health care reporting standards (e.g., CONSORT statement, COSMIN, CARE

statement) as a basis from which to write a journal manuscript addressing clinical topics such as intervention effectiveness, instrument development, case reports, and professional discussion papers. Manuscript submission, revision, and publication etiquette and ethical conduct are also reviewed.

OCCTM8510. Methods of Teaching

Dr. Grajo. 3 points.

This course is designed to prepare doctoral students as academic or clinical educators in occupational therapy. The course will cover various perspectives on occupational therapy education with particular emphasis on exploration of teaching and learning philosophies, signature pedagogies in occupational therapy, and the use of active learning principles in planning, implementing, and evaluating the teaching and learning process. Students will be developing an Educator Toolkit of teaching-related artifacts that will prepare them and advance their skills as academic educators. The course will also embrace active learning principles with the acquisition of teaching and learning skills and competencies primarily from a “learning by doing” approach.

OCCTM8565: Theories of Measurement and Instrument Development

Dr. Grajo. 3 points.

This course will introduce the students to the fundamental principles of measurement in health sciences with application to occupational therapy and medical rehabilitation. We will review important principles of traditional (classical) test theory and learn the principles of latent trait theory and in particular, the Rasch models. Students will propose a revision, adaptation, or development of a new instrument that can be used in their line of research.

OCCTM8990. Grantsmanship

Dr. Kalina. 2 points.

This course will provide an overview of drafting a grant related to the students’ doctoral projects. Students will learn how to identify relevant funding agencies, draft a letter of intent, and write the sections of a full grant proposal.

In addition, the following courses may be offered:

OTM8200 Research Advisement

OTM8520 Administrative Practicum

OTM6510 Applied Clinical Reasoning Seminar

OTM8550 Advanced Theories of Pediatric Intervention

OTM8110 Thesis Seminar

MASTERS PROGRAM ACADEMIC STANDARDS

GRADES AND CREDIT

The student's performance in a course is reported according to the following grades: A=4.00; A-=3.67; B+ =3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; F=0. Grades of A through C are passing grades counting for credit toward the degree and accepted as the basis for advancement to a higher course with the following exception: students earning grades below B- in clinical courses may require remediation before advancing to the next level of study and/or fieldwork; in selected courses, students whose individual assignments average below a B- may require remediation before advancing to the next level of study and/or fieldwork; and students whose professional behavior is problematic may require remediation before attending fieldwork. A student who receives a grade of F in a required course or fieldwork experience must repeat that course or fieldwork experience in our program and may do so only one time. A passing grade must be earned in the repeated course or fieldwork experience in order to be permitted to continue in our program and advance to the next level of professional courses or fieldwork.

The mark of INC (incomplete) is given to a student who has satisfactorily met all the requirements of a course but who has been compelled for reasons beyond his or her control to postpone certain assigned papers or reports. The outstanding work must be completed prior to the beginning of the next semester (unless a different time frame is required by the instructor) or before being permitted to advance to Level II fieldwork.

The mark of P (passed) is given for Level II fieldwork education. A limited number of other courses are also offered for P/F grades.

The mark of R (registered for the course; no qualitative grade assigned) is given only to those students who indicate, when they register, their intention to take an elective course for R credit or who file notice of change of intention with the Office of Student Administrative Services no later than the last day for change of program. If a student registers for R credit, he or she is not required to take examinations, write papers, or otherwise do the required work of the course. Students may elect R credit only for courses in excess of degree requirements. It should be understood that degree credit for such courses will not be awarded and that courses taken for R credit may not be repeated for examination credit.

STUDENT PROGRESS

Full-time students can expect to complete the program in 24 calendar months. All students must complete at least one fourth (15 - 16 points) of the program in an academic year in order to maintain satisfactory progress. Transcripts of students' records are issued at the end of each term, and the academic performance of each student is reviewed by the Progress and Promotions Committee. In order to continue in good standing, students must maintain an

average term GPA of 3.0 (B). Students who fall below this average will be placed on academic probation. To continue in the program, the student must achieve a GPA of 3.0 (B) by the end of the following term. Any student unable to achieve this GPA, or who is placed on academic probation for a second time, is subject to dismissal from the program. In instances where a student may withdraw from the program, be granted a leave of absence, or interrupt the program of study because of mitigating circumstances, a determination of satisfactory progress will be subject to review by the Progress and Promotion Committee.

A student who receives a grade of F in a required course or fieldwork experience must repeat that course or fieldwork experience in our program and may do so only one time. As the curriculum is sequential, a failure in any course including clinical education leads to a student being withdrawn from the program. A student withdrawn from the program due to failure of a required course is permitted to return the following academic year to repeat the course. It is recommended that the student audit all courses during that semester regardless of course grades. The details of the conditions for the student to return the following academic year will be determined by the Progress and Promotion Committee. Students required to repeat a course must pay full tuition and fees. The failing grade (F) remains on the student's official transcript and is included in the academic record, whether or not the student repeats the course and passes it after the second attempt.

Permission to return the following academic year to repeat a course is only permitted once. A student failing more than one course throughout the student's tenure in the program may not continue in the program.

Required courses may not be taken for pass/fail unless they are specifically designated or unless individual permission is obtained from the director. Electives in the entry-level program are pass/fail.

ACADEMIC AND CLINICAL INTEGRITY

It is expected that a student's personal values of honesty, integrity, and responsibility will remain active while enrolled as a student and will be incorporated into his/her professional values. In the spirit of establishing a community for learning, all faculty, administrative staff, and students are expected to conduct themselves according to specified behavioral standards when interacting with each other. These standards are based on mutual respect, a desire to maintain an atmosphere of civility, and tolerance for individuality. It is equally expected that every student will behave honorably at all times and make a conscious effort to understand and respect the values and practices of others who are different from him/herself.

Throughout the Columbia University matriculation period and in University affiliated clinical settings every student is expected to carry out individual assignments as an individual, unless otherwise assigned, and to avoid the incorporation of ideas or work of others without proper

attribution. All sources of ideas and direct quotations must be clearly documented. Failure to do so constitutes plagiarism, which is punishable as an academic offense and may result in dismissal from the University.

In clinical and academic settings students are expected to carry out assigned responsibilities with discretion and integrity in relations with patients/clients and professionals and to conduct themselves in a professionally responsible manner. Continuing development of appropriate professional behaviors is required for advancement throughout the programs in occupational therapy.

If a student does not agree with an academic decision, an academic grievance process can be initiated. If a student's behavior does not conform to the conduct expected in our program and by the university, Dean's Disciplinary hearing may be initiated by the program. Both processes are described in the Programs' Student Handbook, available on our website.

The faculty of the Programs in Occupational Therapy reserves the right to dismiss, or to deny admission, registration, readmission, or graduation to any student who in the judgment of the faculty of the Programs in Occupational Therapy is determined to be unsuited for the study or practice of occupational therapy.

POLICY FOR THE DEVELOPMENT OF PROFESSIONAL BEHAVIOR

The faculty of The Programs in Occupational Therapy is dedicated to enabling students to become respected professionals. The development and maintenance of professionalism, as seen through actions and communications, is an important component of occupational therapy practice. Advisors review with each student their progression towards professionalism. The *Professional Development Profile*, included in the Student Handbook, is a guide for the development of professionalism.

ESSENTIAL FUNCTIONS FOR OCCUPATIONAL THERAPY STUDENTS

Students enrolled in Columbia University's Programs in Occupational Therapy are expected to meet standards in addition to academic competence that reflect personal characteristics necessary for successfully completing the course of study. These functions are not related to one's ability to function in a specific role as an occupational therapist, but rather to be able to function in any role as an occupational therapist, in any practice setting. In order to succeed in the program, students must be able to demonstrate multiple skills and abilities that span the academic, motor, emotional, and social nature of our profession.

EXAMINATION CONDUCT

Our courses will use ExamSoft computer-based testing platform for written exams.

Students with the need for testing accommodations and/or need to use out-of-class testing through the Office of Disability Services will also use ExamSoft with their approved testing accommodations. Students needing accommodations must request testing accommodations at least 2 weeks prior to a scheduled written exam. If accommodations are requested after that time period, students may need to take that exam on paper.

To allow every student equal opportunity to succeed in an examination, the following procedures will be followed.

1. Students must begin an examination on time.

- a) **If a student is unable to be present** for an examination due to illness, they must notify the instructor or the departmental office prior to the beginning time of the examination. A medical note may be requested at the instructor's discretion. Unless such notice is received by the instructor or recorded in the office, make-up examinations need not be given.
- b) Any student who is unable to take an exam on the date scheduled may petition the course director for permission to take the exam late. The course director will determine if the delay is warranted, and will determine the date for the make-up test. The course director may consult with the academic progress and promotion committee. The student may be required to submit documents to support the request. If approval is given, the exam must be completed successfully prior to the start of the next semester. In the event that level II fieldwork follows the semester, the student cannot participate in fieldwork until that semester is completed. There may be an exception if the uncompleted course is an elective. All students are on the honor code leading up to, during, and after the scheduled tests.

2. You must follow all instructions that your course instructor will send regarding downloading the Exemplify software and the secure exam file prior to the scheduled exam date and time. Students who do not follow these instructions and do not have the secure exam file downloaded prior to the exam time will not be given extra time to take the exam.

3. Students must download the Exemplify software and secure exam file on only one laptop or tablet device. Downloading the secure exam file on more than one device without written permission from the course instructor is considered a violation of Academic Integrity Policies. ExamSoft has a mechanism to inform the course instructor if the student has downloaded Exemplify and the secure exam file on more than one device.

4. Adherence to the Honor Code is assumed and expected.

In Class Examinations

1. If a student arrives late, proctors may allow or deny a student the right to begin the examination later than the designated time based on the student's justifiable excuse for being late.
2. It is your responsibility to bring a fully-charged laptop (Windows MS or Mac iOS) or tablet device (only iPads and MS Surface are supported) on the day of the exam. Students using a tablet device must have a Bluetooth enabled keyboard. Some classrooms may not have enough power outlets for all students in the class. It is not the course instructor's responsibility to bring power strips.
3. You must notify your course instructor no less than 24 hours prior to the date and time of the exam if you are not able to bring a laptop or tablet device for the exam. Students who do not bring a laptop or tablet device without notifying the course instructor within the prescribed time frame may not be allowed to take the exam. Loaner laptop computers are available through the HSC Library.
4. All students have the responsibility during examinations to neither give information nor to seek it from another student, or from any unauthorized source. If there is any clear evidence of any student violating this rule, the proctor will have that student turn in their examination immediately and leave the room. (A confiscated exam is equal to a failed examination). The Ethics Committee will review any student whose examination has been confiscated.

In order to minimize disruptions during exams, and to ensure that every student has the same opportunity to take their exams in a quiet environment, the Programs in Occupational Therapy have adopted the following policy.

- **All personal belongings:** backpacks, bags, coats, hats, books, notes, cell phones, etc.; are to be left by the entrance of the room in which the exam is given. Hats with brims cannot be worn during exams.
- **Food** is not permitted during the exam.
- **Cell phones** should be off. For any student who uses a cell phone to tell time, you will need to either use the clock in the room, or a wristwatch.
- **Students are not permitted to talk** with one another for any reason during the exam.
- **Questions about the exam items** will not be permitted. If for some reason a student has a question that one feels must be asked, one can use the notes feature on Examsoft to write a question for faculty review. The "questioned" item must be answered, or no credit will be given.

- While we encourage each student to use the **restroom** prior to the exam, if it becomes absolutely necessary to use the restroom, please follow the following procedure:
 - i. Raise your hand to request the break.
 - ii. Only one student can leave at a time.
 - iii. Show the proctor that you have hidden your exam on your device.
 - iv. Do not take any personal belongings of any type with you.
- **When you are finished with your exam**, submit it on ExamSoft and show the proctor the screen with confirmation. Then get your personal belongings and leave as quickly and quietly as possible. Do not communicate with anyone in the room, even if you are finished with your exam.
- When just outside the exam room, please **be respectful** of those taking the test, and remain quiet until you leave the area.

Remote Examinations

During remote examinations, the use of a second mobile device for live proctoring will be required.

- All students are required to have two devices when taking a remote exam:
 - (1) a dedicated device (desktop, laptop, tablet) where Examplify is uploaded which students will use to take the remote exam; and
 - (2) a second mobile device (a smartphone or tablet) with a front-facing camera that will be used to activate a live Zoom call for remote proctoring. Make sure this device is fully charged.
- The course faculty or an admin staff will be present on the Zoom call to monitor and proctor throughout the duration of the exam. Ensure your exam area is free from any distractions for the duration of the exam. Your exam area must be cleared of all papers, notes, notebooks, textbooks, calculators, and mobile devices (other than the device you are taking the exam on and your proctoring device). Please make sure that you are logged out of Canvas on all of your mobile devices and the computer you are taking the exam on.
- **Second mobile device positioning:** the second mobile device needs to be mounted or positioned approximately at a 45-degree angle from the student so that the front-facing camera of the device will enable the exam proctor to see the following:
 - a. A clear view of the student's head and upper body.
 - b. A clear view of the student's desk with the keyboard and/or mouse, free of any unauthorized materials.



Use a mobile device mount or pop socket, or lean the device against a surface (e.g. in front of a stack of books, a lamp, or wall) to position the device correctly. See image to the left for suggested positioning of the second device.

Use the course Zoom call link to join the call at the beginning of the exam time. Make sure your video is ON and audio on MUTE throughout the duration of the exam. Virtual Backgrounds must be TURNED OFF.

Students should not leave the Zoom call until the exam has been submitted on Exemplify. Any violation of this guideline is subject to the Academic Integrity policies of the program.

Should you experience any issues while taking the exam, use the Zoom chat function to reach out to the exam proctor. If you are not able to resolve the issue, the proctor may instruct you to temporarily leave your exam area, access a phone and call the CUOT Examssoft support team at 646-481-3081.

REGISTRATION AND EXPENSES

REGISTRATION

Before enrolling in University courses, students complete various forms providing information required for University records. These forms include the Essential Function Form and the Program's Honor Code. In addition, students attend the Orientation Session of the Programs in Occupational Therapy before classes begin.

All students are asked to give their Social Security number when registering in the University. International students should consult the International Students and Scholars Office (ISSO), 524 Riverside Drive, for further information. Other students who do not have a Social Security number should obtain it from their local Social Security office well in advance of registration.

Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the ISSO with two copies of the sponsorship letter. Special billing authorization is required of students whose invoices are to be sent to a third party for payment.

CHANGE IN PROGRAMS OF STUDY

Once registered, students may drop or add courses or change sections by filing a formal change-of-program application with the Office of Student Administrative Services during the change-of-program period each term (see Academic Calendar). All such changes must first be approved by the program director.

Students may drop courses after the change-of-program period by following the same procedure, and with approval by the program director; however, for courses dropped after the last day for change-of-program in each term, no adjustment of tuition will be made. Last dates to drop courses are indicated in the Academic Calendar. Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.

AUDITING COURSES

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the Summer Session) in any division of the University without charge by filing a formal application in the Office of Student Administrative Services during the change-of-program period. Applications require (a) the certification of the Office that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

Elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

FEES

The following fees are prescribed by statute and are subject to change at the discretion of the Trustees. The fees below are for the academic year 2021 - 2022.

University charges such as tuition, fees, and residence halls are due and payable in full, minus any authorized financial aid, approximately three weeks before the beginning of the autumn and spring terms, and at registration for the summer term. Students who do not pay the full amount of any charge when due may be assessed a late fee. Student Account statements and brochures describing billing and payment procedures are e-mailed before the beginning of each term, and thereafter statements with outstanding balances are e-mailed approximately four

times during the term. Consult the Office of Student Administrative Services for further information.

It is the policy of the University to withhold diplomas, certificates, and transcripts until all financial obligations have been met. Candidates for graduation are urged to pay their bills in full at least one month prior to graduation.

In the event a diploma, certificate, or transcript is withheld because of an unpaid bill, a student will be required to use a certified check, money order, or cash to release any of the aforementioned documents.

Tuition and Fees

The following charges are in effect for the 2021-2022 academic year:

For MS Program, flat rate, per semester	\$ 22,892
Doctor of Occupational Therapy (per point)	\$1,428
Doctor of Education (per point)	\$1,768
For clinical education tuition per experience	\$ 800

For more information, see the [Student Financial Services website](#).

Students are provided with several opportunities to register for their courses. If a student misses these opportunities, they can register late. A late fee will be charged.

Tuition for courses offered by Teachers College, which is not part of the Columbia University corporation, will be charged at the per point or course rate established by that school.

Health Service and Hospital Insurance Fees

The student health service fee, listed under *estimated expenses*, contributes to the cost of operating the Student Health Service. The hospital insurance fee pays the annual premium of the Aetna Plan. Participation in these programs is compulsory for all full-time students; students who already carry comparable hospital insurance, however, may waive this fee during registration. Part-time students are encouraged to participate in the combined health plan. Upon payment of additional fees, students can acquire the student health service and hospital insurance coverage for their dependents. Students should consult the [Student Health Service](#) for further information.

Withdrawal and Adjustment of Fees

With the passage of the Higher Education Amendments of 1992 (Public Law 102-325), the University is required to implement a pro rata refund policy for students who do not register, or

who withdraw or otherwise fail to complete an enrollment period. Refunds are a percentage of charges (including tuition and housing) assessed the student based on the date of the student's last day of attendance (separation) as reported by the Director of the Programs. All students will be charged a withdrawal fee of \$75.00.

A refund calculation will be based on the last day of attendance; however, a student may be charged for services (e.g., housing) utilized after the last day of attendance. These charges should not be paid with Title IV funds.

Certain fees are not refundable: Fees for services used prior to withdrawal, for materials and equipment purchased, for services that continue to be available after withdrawal, and fees paid to outside entities generally will not be refunded. Fees not subject to refund include: health service, medical insurance/Blue Cross, course-related fees (labs, etc.), international services charge, late registration fee, late payment fee, finance charges, computer fee, and withdrawal fee.

Students will not be entitled to any portion of a refund until all Title IV programs are credited and all outstanding charges have been paid.

Refunds will be credited in the following order: Federal Stafford Loans, Federal Perkins Loans, other Title IV programs, non-Title IV funds, and, finally, any remaining credit balance to the student.

The refund percentage is as follows (prorated for calendars of different durations and calculated from the first week of classes):

1st week 100%
2nd week 90%
3rd week 80%
4th week 80%
5th week 70%
6th week 60%
7th week 60%
8th week 50%
9th week 40%
After 9th week 0%

ESTIMATED EXPENSES

Estimated expenses are for full-time students for 2021-2022. All expenses can be found at <https://www.ps.columbia.edu/education/student-resources/student-financial-aid-and-planning>

Tuition is based on a flat fee of \$22,892 per semester for full time Masters students enrolling for the first time in September 2021. Part time students in the OTD program will be charged \$1428 a point and EdD students will be charged \$1,768 a point. Part-time students are encouraged to participate in health and hospital plans. The living expense portion of our student budget represents an estimated cost for a single student to maintain a modest but adequate standard of living during the 2021-2022 academic years.

ADDITIONAL INFORMATION FOR VETERANS

In accordance with Title 38 US Code 3679 subsection (e), the Programs in Occupational Therapy adopt the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. We will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

For more information, please see <https://sfs.columbia.edu/content/information>

ON-CAMPUS HOUSING

The [Health Sciences Housing Office](#) serves as the central assignment office for all University owned housing on the Health Sciences campus. Students enrolled and matriculated in an approved full-time Health Sciences academic program are eligible to apply for University housing. A variety of housing options for both single students and couples are available: traditional residence halls (single rooms and suites) at 50 Haven and the Georgian Residence, and apartments (studios and 1-, 2-, and 3-bedroom apartments) at CUMC Haven Towers, 106 and 154 Haven Avenue. All accommodations are "wired" and equipped with a data/voice jack, which can provide access to both the campus telecommunications system and campus computer network. The housing assignment process at Columbia University Health Sciences is a three-step process. All students newly accepted into the Programs in Occupational Therapy will

have an opportunity to apply for housing; applications are submitted electronically. Housing is not guaranteed. Student housing is assigned on the basis of distance from the campus, access to alternative housing or resources for commuting, date of receipt of application, and accommodation availability. First priority is given to students moving to New York from the greatest distances; second priority to those from the further sections of the metropolitan area; and third priority to those students nearer to campus. The office of Housing Services can also assist with off campus housing.

GUEST ACCOMMODATIONS

The Housing Office provides guest accommodations for affiliates of the University and visitors to the campus. The guest rooms located in 50 Haven include eight single or double suites and a fully furnished guest apartment. Reservations can be made for overnight or extended stays by contacting the Housing Office during business hours.

In addition, the Edge Hotel is adjacent to our campus. Please visit <https://www.edgehotelnyc.com/> for information.

APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE

Degrees are awarded four times a year in October, February, May, and June. A candidate for any Columbia degree (except the doctoral degree) must file an application with the Office of Student Administrative Services, Black Building, Room 1-141, 650 West 168th Street, New York, NY 10032. In the academic year, the last day to file for an October degree is August 1; for a February degree, October 1, and for a May or June degree, December 1. Applications received after the filing date will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which they applied, the student may renew the application according to the schedule noted above.

TRANSCRIPTS AND CERTIFICATION

The amended Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits release of educational records without the written consent of the student (for certain exceptions and further restrictions, consult FACETS, the University student handbook).

You may obtain an official transcript of your academic record online at <https://ssol.columbia.edu/> or by writing to: Student Administrative Services, Columbia University, 650 W. 168th Street, Room 141 Black Building, Unit 45, New York, NY 10032, Attention: Transcripts.

Please include the following information with your request: current and former names; Social Security number; schools attended and dates of attendance; degrees awarded and dates awarded; number of transcripts desired and complete address for each; your current address and telephone number; and your signature authorizing the release of your transcript. You may also order transcripts in person at 205 Kent Hall on the Morningside campus (9 A.M.-5 P.M., Monday-Friday) or at Room 1-141 of the Black Building on the Health Sciences campus (9 A.M.-4:30 P.M., Monday-Friday). Currently enrolled students may order transcripts for themselves and for colleges and universities via the Student Services page at <https://ssol.columbia.edu/>. There is no charge for issuing transcripts; however, all students pay a one-time transcript fee of \$105 upon their first registration at the University. The normal processing time for transcripts is two to three business days. If you mail in your request for a transcript, you should allow several additional days for delivery to and from the University.

You may order certifications of your enrollment and degrees via mail or in person, as described above. When requesting a certification by mail, include the notation "Attention: Certifications" on your envelope. Certifications are provided while you wait if you come to the Black Building to request them. There is no charge for certifications.

FINANCIAL AID

The financial aid policies of the Programs in Occupational Therapy are designed to assist students to secure funds to help pay their education-related expenses. Assistance in the form of grants, loans, scholarships, and/or Federal Work-Study is provided by federal, state, University, and/or private sources.

Financial aid is based upon financial need, enrollment status, and availability of funds. This assistance is supplemental to the student's and/or family's financial resources.

Materials and Procedures

Go to the following link for the [Office of Student Financial Planning](#). Here you will find a *Student Financial Aid Handbook* and information on how to apply.

No student will be considered for financial assistance until they have been accepted into the Programs.

Federal and state regulations restrict all federal aid to citizens or permanent residents of the United States. The University, therefore, requires international students applying for admission to present evidence of sufficient funds to cover all tuition, fees, books, and living expenses for their study in the Program.

TYPES OF ASSISTANCE

SCHOLARSHIPS

Program Awards

A limited number of scholarships are awarded annually from University funds to full-time students. The amounts of these scholarships vary from year to year, depending upon the availability of funding and student Financial Aid need. Applicants do not apply for these awards directly but follow the procedures detailed in the Student Financial Aid Handbook.

The Programs in Occupational Therapy offers a scholarship each year to an incoming student who is part of a group historically underrepresented in occupational therapy.

In addition, The Alumni Committee of the Programs in Occupational Therapy, Columbia University makes merit-based awards to incoming entry-level students who meet eligibility requirements.

Restricted Columbia Scholarships

Available to students who meet a certain specific criteria.

George W. Ellis Fellowship. Applicants must be residents of the state of Vermont, or must have graduated from a college or university in the state of Vermont.

Letta Stetter Hollingworth Fellowships. Applicants must be women graduates of the University of Nebraska, nominated by the faculty of that University with preference given to Nebraskans.

Paul Nichoplas Scholarship Fund. Applicants must be male students of Greek extraction or male students born in Greece and graduated from any Greek college or university.

Clifford and Siegfried Upton Scholarships. Applicants must be children of employees of D.C. Heath and Company, Lexington, MA.

Vladimir and Olga Poder Fund. Applicants must speak Estonian.

State Awards

Students are expected to determine the availability of scholarship assistance from the states in which they reside and to apply for such funds when appropriate. In New York State, the Tuition Assistance Program (TAP) is currently suspended for graduate students.

Educational Loan Programs

Please refer to the [Office of Student Financial Planning](#) for more information.

OTHER SOURCES OF AID

Service Scholarships

Service scholarships are available from the New York City Board of Education.

The New York City Department of Education provides scholarships for both first and second year students. This service scholarship pays for one year of tuition in exchange for twenty-four months of service after graduation as an Occupational Therapist in a public school at the regular salary. These service scholarships are renewable for the second year of study contingent upon funding. The application is available at [Teach NYC](#). Applications are available in the spring (January - April).

External Scholarships

Please refer to the [Office of Student Financial Planning](#) website for a list of outside scholarship opportunities.

After applying for admission, applicants are encouraged to apply to the organizations listed on our website, as well as to other private foundations known personally to the student. In this way, the applicant may not miss application deadlines, since many of these organizations require verification of acceptance/ enrollment before consideration is given to a student's financial aid request. For additional sources, consult The Foundation Center Library, 79 Fifth Avenue, New York, NY 10003.

Tax Withholding for Nonresident Alien Scholarship and Fellowship Recipients

United States tax law requires the University to withhold tax at the rate of 14 percent on scholarship and fellowship grants paid to nonresident aliens that exceed the cost of tuition, books, fees and related classroom expenses.

Certain countries have entered into tax treaties with the United States, which may serve to reduce this rate of withholding. However, even when such a treaty applies, the student and the University must report the full amount of such excess to the Internal Revenue Service. If a student claims tax treaty benefits, he or she must also report this amount to his or her country of residence.

The [International Students and Scholars Office](#) has prepared a packet of tax information, which is available to students and is revised annually. The tax law is complex and may vary with regard to individual circumstances. Therefore, as the University is not in a position to offer individual

tax advice, each student may also wish to consult the consulate of his or her country of residence or a qualified tax professional.

Federal Work-Study

This program provides an opportunity for full-time students to earn a part of the cost of their educational expenses. Funds provided to the University by the federal government subsidize a portion of the wages paid to the students.

Students interested in Federal Work-Study opportunities during the academic year should contact Joanne Dunbar, Assistant Director of Student Financial Planning upon arrival on campus in September. Eligibility is based on financial need as determined by Federal Methodology.

STUDENT EMPLOYMENT

A student interested in earning part of his or her expenses by working part-time in a non-work-study position, either during the academic year or the summer, may apply to the Office of Career Services, East Campus (on the Morningside campus).

Students and Their Spouses

Spouses of students may register with the Center for Career Services for part-time work. Those who are interested in full-time jobs at the University should contact the Human Resources Office, Black Building, Room 101, on the Health Sciences campus or 615 West 131st, Studebaker building, 4th floor, on the Morningside campus.

Most of these positions are secretarial or administrative in nature, usually requiring good computer skills as well as prior office experience. A complete listing of available positions can be found on the University's [careers website](#).

Regular full-time University employees and their families may be eligible for a limited number of points of tuition exemption as outlined in the Tuition Exemption Program. However, eligibility for the Tuition Exemption Program does not imply automatic admission or ability to register for courses. The specific admission requirements of the school or division must also be met. Detailed information about the Tuition Exemption Program and other University benefits can be obtained from [Human Resources](#).

STUDENT LIFE

Students entering the Programs in Occupational Therapy come from diverse educational and experiential backgrounds. Some students come to the programs directly after having received a baccalaureate degree, others are making career changes, and some are returning to school

while raising a family. Common factors shared by all students are the willingness to grow and learn and to direct themselves emotionally and intellectually to becoming highly qualified, competent health care professionals.

Students can find many resources, including events and policies through the [Office of University Life](#).

ACADEMIC, CLINICAL, AND RESEARCH FACILITIES

Classrooms and laboratories are within the three-block radius of the medical center complex. The primary teaching and laboratory facility of the Programs in Occupational Therapy is the Occupational Therapy lab located in the Hammer Health Sciences Center. Administrative and faculty offices are located on the 3rd floor of the Georgian building. The Learning Center, available to all Health Sciences students, is a 26,000 square foot facility that is part laboratory, part classroom, and part student union. Components include classrooms, conference and seminar rooms, a workstation computer classroom and laboratory, and a comfortable lounge area with vending machines and restrooms. The Learning Center is laced with a high-speed telecommunications network and advanced audiovisual capabilities.

Students may enroll in courses at Columbia's Morningside campus, an easy commute by subway, bus, or shuttle. The Morningside campus is located fifty blocks south of the medical center. Separate tuition is charged for classes taken in other schools. These courses do not count towards the requirements of the professional Programs in Occupational Therapy.

The New York metropolitan area is rich in clinical facilities and agencies where students are assigned for clerkships and fieldwork experiences. An unequalled variety of hospitals, rehabilitation centers, private clinics, specialty facilities, community agencies, and programs are available to provide students with supervised learning experiences. The location of the Programs in the midst of ongoing research activities fosters the development of research interests in students. Opportunities for individual and collaborative research are available.

OFFICE OF SCHOLARLY RESOURCES

Augustus C. Long Health Sciences Library

Columbia University is home to over 28 libraries and archives, each of which is a resource for the occupational therapy students. While our students make use of several of these libraries (e.g., New York State Psychiatric Institute; Teachers College) they rely most heavily on the Augustus Long Library of the Health Science Campus.

The [Augustus C. Long Health Sciences Library](#) is located on the first floor of the Hammer Health Sciences Center and is one of the largest medical center libraries in the United States. The

library can provide access to current journals, has a significant rare book and special collections section, and a multi-media center. Study space, a learning lab, and conference rooms can be reserved by students, and technical assistance is available. Faculty, students, and staff have access to all. In addition to this, databases (paid for, licensed, or linked to for access by HSL) are available to all faculty, students, and staff and accessible via any computer.

Center for Academic Information Technology

The Center for Academic Information Technology (CAIT) provides computer services and resources to support education and research at the Health Sciences campus, including computer labs and classrooms, development and delivery of online curriculum and multimedia, assistance in connecting to and using the campus network, computer support for the Health Sciences Library, and development and administration of CPMCnet, the primary Internet and World Wide Web server and gateway of the Columbia University Irving Medical Center.

The Center is located on the second floor of the Health Sciences Library. Computer labs maintained by CAIT are located in the Center, in the Student Learning Center (Presbyterian Hospital, 17th floor), and in a room adjacent to the lobby of the Hammer Building that is open twenty-four hours. A wide range of general applications, such as word processing, presentation graphics, and statistical analysis are supported on Windows and Macintosh computers in the labs. The Center also provides access to printing, electronic mail, and campus wide network resources. Assistance with viruses, damaged files, and file conversion/transfer is provided at the Center's service desk. An extensive workshop program provides hands-on training in computer applications, electronic mail, and Internet navigation. Further information is available at the service desk or online.

Center for Teaching and Learning

The [Center for Teaching and Learning \(CTL\)](#) partners with faculty, students, and colleagues across the University to support excellence and innovation in teaching and learning. The CTL is committed to advancing the culture of teaching and learning at Columbia through all of its programs, services, and resources.

The CTL understands teaching as a critical practice, driven by inquiry, experimentation, reflection, and collaboration. They promote pedagogy that is inclusive, learner-centered, and research-based. They support the purposeful use of new media and emerging technologies in the classroom and online to foster the success of Columbia's instructors and students.

The CTL provides a range of free services including teaching consultations and observations, and educational technology training and support; programs and events, including workshops, orientations, and institutes, and the development of digital innovations in teaching and learning.

RECREATIONAL/ATHLETIC FACILITIES

50 Haven Athletic Center is the center for activities on the Health Sciences campus. The Commons includes offices, study areas and lounges, the dining room, and the Bard Athletic Center. In addition, the Wellness Center offers a variety of programs to promote health and well-being.

At the Morningside Campus. The Marcellus Hartley Dodge Physical Fitness Center features two gymnasias, an eight lane swimming pool, sixteen squash and racquetball courts, a tri-level cardiovascular and strength training center, two dance/martial arts studios, a fencing room, a wrestling room, and a one-tenth mile indoor track. Also on campus are two tennis courts. Use of this facility requires a paid membership.

Baker Field. Columbia's principal outdoor athletic facility, located at the northern tip of Manhattan, features a football field, soccer field, running track, seven tennis courts, and several practice fields.

OTHER STUDENT ACTIVITIES AND SERVICES

Students enrolled on the Health Sciences campus may join various activities sponsored by the P&S Club, such as the Bard Hall Players (a very active theater group), coffeehouse cabarets, and moonlight cruises. A roster of CUMC activities is sent each week to the student body. All students enrolled in programs on the Health Sciences campus are also entitled to the privileges and facilities of the Morningside campus at 116th Street and Broadway.

Our program has two main student groups:

Student Occupational Therapy Association (SOTA)

The SOTA is a student-formed and led organization that operates under the patronage of the American Occupational Therapy Association (AOTA) and the OT program administration. Each OT program hosts a SOTA chapter that aims at enhancing the student's professional development, leadership skills, community engagement, and advocacy. Several positions are created to form the SOTA Chapter board including President, Vice president, Treasurer, Secretary, Fundraise Chair, Social Activities Chair, Community Service Chair, and Professional Development Chair. Each of these positions is elected and voted on by current students in the OT program. A new SOTA board is elected as the senior members graduate from the program. SOTA positions are voluntary and should not affect the students' academic progress. Additional information about SOTA can be found at the AOTA website, <https://www.aota.org/Education-Careers/Students/SOTAs.aspx>

Coalition of the Occupational Therapy Advocates for Diversity, Equity, and Inclusion (COTAD)

COTAD is a student-formed and led organization that aims at empowering OT students to advocate for diversity, equity, and inclusion in OT education and practice. Similar to SOTA, COTAD operates under the AOTA patronage and with guidance from the hosting OT program. Positions within COTAD are elected by current students and service is voluntary. COTAD forms its mission, vision, and goals based on the institutional needs as perceived by the OT students. COTAD can operate with or without the collaboration of SOTA. Additional information about COTAD can be found at <https://www.cotad.org/>.

In addition, there are many services that students can take advantage of:

[The Medical Center Bookstore](#). The Bookstore is currently located on the first floor of the Hammer Building.. Required textbooks may be purchased there as well as miscellaneous educational supplies.

[Transportation resources, including shuttle services](#) Columbia offers intercampus shuttles as well as commuter shuttles (NJ, Brooklyn, Queens, Manhattan), and an on-demand transportation service as an alternative to walking alone at night.

[Writing Center](#). The Writing Program at Columbia University provides writing assistance to registered students.

THE HEALTH SCIENCES CAMPUS AND NEW YORK CITY

The Health Sciences campus is within easy reach of New York City's myriad attractions. Lincoln Center for the Performing Arts, the theater district, Greenwich Village, Wall Street, a variety of museums, Fifth Avenue, Little Italy, and Chinatown are all a brief trip away by bus or subway. Within a one hour drive from campus are outstanding ski resorts, beaches, and camping and hiking grounds.

The prospect of living in New York offers a special challenge to students. For the health professional, it has a unique patient population and the opportunity to learn about the problems of health care delivery in a variety of urban settings. As a cultural and artistic center, the city is unrivaled. Students acclimate quickly to the public transportation system and follow sensible precautions that minimize the problems of urban living. They move freely around the city to enjoy all that New York has to offer - unmatched sightseeing, wonderful entertainment, unique cultural opportunities, and unlimited educational resources.

OFFICIAL REGULATIONS

The policies that follow are a sample of our policies. For the most current official university policies, please refer to [Columbia University Policies](#).

RESERVATION OF UNIVERSITY RIGHTS

This Bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The Bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this Bulletin. The Bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

UNIVERSITY REGULATIONS

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the associate dean or director of the school or college of the University in which the student is first registered.

The privileges of the University are not available to any student until he or she has completed registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until the fees have been paid. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges. No student may register after the stated period unless he or she obtains written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privileges from any person with unpaid indebtedness to the University.

Attendance and Length of Residence

No degree will be granted to a student who has not registered for and attended the University courses of instruction equivalent to at least one academic year of full-time work. Students are held accountable for absences incurred owing to late enrollment and are expected to attend punctually each class or laboratory exercise in each course. For credit toward the

degree, regular attendance is required in addition to the proficiency attested to by class work and examination.

Religious Holidays

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of their religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that they may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost. Please refer to the occupational therapy student handbook for more information.

Immunization Requirements

New York State requires that all college and university students be adequately protected against Measles, Mumps, Rubella, and Meningococcus. (MMR). All students on the CUIMC campus must provide necessary documentation regarding these infectious diseases no later than the beginning of the fall semester. Information on submitting this documentation is distributed to all incoming occupational therapy students.

Please note: If you cannot provide evidence that you are immune to measles, mumps, and rubella, you will not be permitted to register for classes and may be charged a fine.

All Columbia affiliates are required to be vaccinated against covid-19 or obtain a medical or religious exemption from the university. For more information about covid-19 vaccination, visit the [Columbia covid-19 website](#).

The flu vaccine is provided free of charge to all clinical students. If for some reason you choose not to be vaccinated, you will be required to fill out a declination form available through student health. Please keep in mind that some fieldwork sites will not allow non-vaccinated students to participate in fieldwork.

Drug Testing Policy

All CUIMC students are required to submit to drug testing. This is typically handled prior to the first clinical assignment. The CUIMC Policy and Procedure on Pre-Clinical Drug testing is distributed to all Occupational Therapy students during the fall semester.

DISABILITY SERVICES

Disability Services (DS) supports students with various types of disabilities including but not limited to physical, hearing, visual, learning, psychological, and chronic medical conditions. DS helps to coordinate accommodations and support services, thereby cultivating a campus culture that is sensitive and responsive to the needs of students with disabilities.

Reasonable accommodations are adjustments to policies, practices, and programs that facilitate access to Columbia's academic programs, campus resources, and activities. Examples include exam accommodations, note taking, sign language interpreters, assistive technology, and accessible housing coordination. Accommodations are determined on a case by case basis and students seeking them are required to [register with the office](#). Accommodations and services do not begin automatically upon enrollment at Columbia nor do the accommodations and services received in high school or at other universities automatically transfer to Columbia. Any student is welcomed to discuss their needs with the program's liaison, Dr. Sarafian aje6@cumc.columbia.edu

RULES OF UNIVERSITY CONDUCT

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's Discipline"). A student who is charged with a serious violation of the Rules has the option of choosing Dean's Discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available in [Essential Policies for the Columbia Community](#), the University student handbook.

ESSENTIAL POLICIES FOR THE COLUMBIA COMMUNITY

The following policies are described in detail in the University publication, **Essential Policies for the Columbia Community**

[Student Email Communication Policy](#)
[Information Technology \(CUIT\) Policies](#)
[Social Security Number \(SSN\) Usage Policy](#)
[Access to Student Records \(FERPA\)](#)
[University Regulations](#)
[Policies on Alcohol and Drugs](#)
[University Event Management Policies](#)

[Gender-Based Misconduct and Interim Title IX Policies and Procedures for Students](#)
[Policy on Partisan Political Activity](#)
[Campus Safety and Security](#)
[Voluntary Leave of Absence Policy](#)
[Involuntary Leave of Absence Policy](#)
[Military Leave of Absence Policy](#)

CAMPUS SAFETY AND SECURITY

The University is required by federal law to publish an annual security report containing information with respect to campus security policies and statistics on the incidence of certain crimes on and around our campuses. This information is available at [Campus Safety and Security](#).

CAMPUS MAPS

COLUMBIA UNIVERSITY MEDICAL CENTER

Please visit http://cumc.columbia.edu/sites/default/themes/cumc/docs/NYP-CUMC_map.pdf for an interactive map of the health science campus.

MORNINGSIDE CAMPUS

Please visit http://www.columbia.edu/about_columbia/map/ for an interactive map of the Morningside campus.

ACADEMIC CALENDAR, 2021-22

While the programs in Occupational Therapy follow the academic calendar, there are some exceptions. Course directors and/or Program Director will notify students of these exceptions.

The following Academic Calendar was correct and complete when compiled; however, the University and/or the Programs reserves the right to revise or amend it, in whole or in part, at any time.

Academic Calendar*, 2021 - 2022 Programs in Occupational Therapy

FALL 2020		
Thursday	September 2	Orientation
Thursday	September 9	First Day of Classes
Friday	September 21	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Wednesday	October 20	October Degrees Conferred
Tuesday	November 2	Election Day - University Holiday
Wednesday - Friday	November 24 - 26	Thanksgiving Holiday (NB: Attendance required in classes held on Monday and Tuesday of that week.)
Monday	December 13	Last Day of Classes
Tuesday - Wednesday	December 14 - 15	Reading/Study Days
Thursday - Thursday	December 16 - 23	Final Exam Period
SPRING 2021		
	January 3 – January 14	Some electives may be during this time period
Monday	January 17	Martin Luther King, Jr.'s birthday observed - University Holiday
Tuesday	January 18	First Day of Classes
Friday	January 28	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Wednesday	February 9	February Degrees Conferred
Monday-Friday	March 14 - 18	Spring Break (MS1 fieldwork <i>may</i> begin during this time period; refer to course calendar; some electives may be during this time period)
Thursday-Sunday	March 31 – April 3	AOTA Annual Conference
Monday	May 2	Last Day of Classes
Tuesday – Thursday	May 3 – May 5	Reading/Study Days
Friday – Friday	May 6 – May 13	Final Exam Period
Wednesday	May 18	University Commencement Ceremony
Thursday	May 19	Occupational Therapy Commencement Ceremony
	June - August	Level 2 Fieldwork
	September – December	Level 2 Optional Fieldwork scheduled within this timeframe.

*Calendar is subject to change.

We see the need, we meet it, we exceed it!